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ABSTRACT

A project to expand the participation of faculty from predominantly black colleges and universities in educational research and development is described. During three 4-week summer residential workshops, three courses were offered: Models and Methods of Social and Behavioral Sciences, Computer Utilization in Social and Behavioral Sciences, and a course entitled Grantsmanship. The grantsmanship course was accompanied by structured practicum visits to and in-class presentations from federal and private agencies. Ongoing technical assistance was also provided to participants throughout each workshop year. This component included literature searches, assistance in developing proposals, and reviewing manuscripts for publication. Over the 3-year period, a total of 301 applications for participation were received. From this group, 98 individuals were accepted and 93 participated. These participants produced 16 articles and papers and 20 proposal applications. Workshop assessment and course evaluation results are presented, along with the following appendices: course descriptions and outlines for 1979, 1980, and 1981; a list of workshop presenters, participants, and agencies visited, 1979-1981; a list of articles and papers completed by participants; and bibliographies for each course. (Author/SW)

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FACULTY RESEARCH DEVELOPMENT WORKSHOP

Grant No. NIE-G-78-0171

FINAL REPORT
(October, 1978 - March, 1982)

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Submitted by

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TABLE OF CONTENTS

Page

I. INTRODUCTION 1
  A. Purpose 1
  B. Objectives 1
  C. Program Structure 2
  D. Academic Advisory Commitee 3
II. PARTICIPANT INFORMATION 5
  A. Recruitment and Selection of Participants 5
    1. Target Group and Number of Participants 5
    2. Recruitment of Applicants 6
    3. Selection Criteria 6
III. COURSE DESCRIPTIONS 8
  A. Procedures 8
  B. Description and Content of Courses 8
    1. Models and Methods of Social and Behavioral Sciences 8
    2. Computer Utilization in Social and Behavioral Sciences 9
    3. Grantsmanship 9
    4. Practicum 10
IV. TECHNICAL ASSISTANCE 12
  A. Overview of Technical Assistance 12
  B. Technical Assistance 12
V. SOCIAL ACTIVITIES 14
  A. Receptions 14

Page
B. Dinner-Seminars 14
C. Seminar-Receptions 15
D. Luncheons 16
VI. FACILITIES AND LIVING ARRANGEMENTS 17
A. Facilities 17
B. Room and Board 17
C. Stipends 17
VII. EVALUATION AND RECOMMENDATIONS 18
A. Evaluation and Recommendations-1979 18
1. Evaluation Instruments 18
2. Workshop Assessment 18

(a) Course Evaluations

(1) Models and Methods of Social and Behavioral Sciences 18
(2) Computer Utilization 19
(3) Grantsmanship 20
(4) Evaluation of Practicum 21
3. Overall Assessment 22
(a) Overall Workshop 22
(b) Social Activities 23
(c) Facilities and Living Arrangements 23
(d) Guest Lecturers and Project Staff 24
4. Summary and Recommendations 24
(a) Summary of Participants Comments 24
(b) Recommendations 25

Page

B. Evaluation and Recommendations-1980............... 26

1. Evaluation Instruments........................ 26

2. Workshop Assessment.......................... 26

(a) Course Evaluations.......................... 26

(1) Models and Methods of Social and Behavioral Sciences............ 26

(2) Computer Utilization................ 28

(3) Grantsmanship....................... 29

(4) Evaluation of Practicum............ 30

3. Overall Assessment.......................... 32

4. Summary and Recommendations.................. 34

(a) Summary of Participants' Comments........ 34

(b) Recommendations......................... 34

C. Evaluation and Recommendations-1981.............. 36

1. Evaluation Instruments....................... 36

2. Workshop Assessment.......................... 36

(a) Course Evaluations...................... 36

(1) Models and Methods of Social and Behavioral Sciences............ 36

(2) Computer Utilization................ 38

(3) Grantsmanship....................... 41

(4) Evaluation of Practicum............ 43

APPENDICES

Appendix

A - Course Descriptions and Outlines: 1979................ 48

B - Course Descriptions and Outlines: 1980................ 63

C - Course Descriptions and Outlines: 1981.............. 81

Appendix

D - Academic Advisory Committees: 1979-81 93

E - List of Workshop Presenters: 1979-81 97

F - List of Workshop Participants: 1979-81 100

G - List of Agencies Visited: 1979-81 107

H - Proposal Applications and Articles
and Papers Published or Submitted
for Publication by Participants 112

I - Course Bibliographies 117

I. INTRODUCTION

Faculty Research Development Workshops were made possible through a three-year grant from the National Institute of Education's Minorities and Women's Program. This report documents the activities that transpired during the funding period (October, 1978 - March, 1982).

A. Purpose

The primary purpose of the workshops was to expand the participation of faculty from predominantly Black colleges in educational research and development. In fulfilling this purpose the Mental Health and Development Center utilized its own capabilities and resources, those of other select units at Howard University, and resources from private and federal units located in Washington, D.C. and across the country.

B. Objectives

In order to realize the noted purpose of the workshops, the following specific objectives were established:

1. To improve the research and evaluative skills of the participants,
2. To expose the participants to leading scholars and researchers in the social and behavioral sciences,
3. To develop favorable attitudes toward and knowledge of careers in research,
4. To improve participants' understanding of the application of computers to research procedures in the social and behavioral sciences,

5. To provide participants with the opportunity to refine their ongoing research projects,
6. To assist participants in developing innovative material for teaching research courses,
7. To introduce and expose participants to funding sources for their research interest,
8. To assist participants in developing research proposals for submission to funding agencies,
9. To assist participants in producing publications related to their research and grantsmanship activities,
10. To provide ongoing technical assistance in a range of areas to participants after completion of the residential workshop, and
11. To continue the tradition of the University in linking its resources to current needs of the Black community.

These objectives were met through a variety of activities including: (1) three four-week summer residential workshops, (2) visits to public and private agencies in the Washington, D.C. area, (3) lectures by leading scholars in the social and behavioral sciences, (4) lectures by scholars in the area of grantsmanship and proposal writing, (5) practicum assignments in proposal writing and computer utilization, and (6) professional feedback in the form of technical assistance on research designs, grant applications, and publication efforts.

C. Program Structure

The design of the three annual Faculty Research Development Workshops basically remained consistent from year-to-year. Substantial changes were made, however, in the content of the courses offered to make them more relevant to the needs of the participants and to reflect the recommendations made by past participants.

Three courses were offered during a four-week period each summer: June 4-29, 1979; June 2-27, 1980; June 1-26, 1981. During the first two-week session of these four-week workshops, two courses were offered. The two courses were as follows:

- Models and Methods of Social and Behavioral Sciences
- Computer Utilization in Social and Behavioral Sciences

During the second two-week session of the workshops, one course, Grantsmanship, was offered. This course was accompanied by structured practicum visits to and in - class presentations from federal and private agencies.

As a third component of the workshops, ongoing technical assistance was provided to participants throughout each workshop year. This included literature searches, assistance in developing proposals, and reviewing manuscripts for publication.

D. Academic Advisory Committee

Representatives from each of the social sciences departments at Howard University including political science, history, psychology, sociology, social sciences, urban studies, education, human ecology and economics participated on the academic advisory committee for the project. The committee met several times during the course of each workshop year to provide input to the overall planning of the project, and specifically to recommend sources of recruitment, review the course content, recommend instructors, and to screen applicants for admission. The committee also served to reinforce the Institute's interdisciplinary approach to academic training. (A list of committee members is provided in Appendix D.)

II. PARTICIPANT INFORMATION

A. Recruitment and Selection of Participants

1. Target Group and Number of Participants

The program was designed to accommodate, at a rate of approximately 30 per year, participants interested in upgrading their research skills. Participants were drawn from a pool of social and behavioral science faculty from predominantly Black colleges and universities across the country. During the three year period, a total of 301 applications for participation were received. From this group, 98 individuals were accepted and 93 actually participated in the workshop. Information concerning the number of applicants and participants for each year is presented in the following table:

TABLE 1

NUMBER OF APPLICANTS AND PARTICIPANTS BY YEAR

	Year			
	1979	1980	1981	Total
Applications Received	59	117	125	301
Applicants Accepted	27	37	34	98
Participants	27	32	34	93

2. Recruitment of Applicants

Over 1,000 brochures describing the project were distributed each year. Brochures were mailed to social science department chairpersons at all of the historically Black colleges, to social and behavioral science professional organizations, to many researchers and academicians, and to past participants. Brochures were also distributed at several national conferences and notification of the workshop was published in The Educational Researcher, The APS Footnotes, The Chronicle of Higher Education, and the IUAR newsletter, Urban Research Review. In recruiting for the 1981 workshop, field visits were also made by staff to colleges and universities in states not previously represented in the workshops. Visits were made to Florida A & M University, Savannah State College,University of Arkansas at Pine Bluff, Philander Smith College, and Shorter. Additional applications were received as a result of this recruitment trip.

3. Selection Criteria

Applicants were required to submit an application, personal statement of research interest, two letters of recommendation and a curriculum vita. The following is the revised criteria used for the selection of participants.

Institutional Considerations

- A representative distribution of institutions by region/state.
- A representative distribution by level of control, i.e. public or private.

- Representation from institutions with a limited track record in obtaining external grants.

- Representation from institutions with graduate programs or other opportunities for teaching and/or conducting research.

Individual Considerations

- A representative distribution of participants from the various social science and behavioral disciplines including sociology, psychology, history, political science, social work, economics, and education was sought.

Educational Background

- Participants with at least a masters degree were preferred.

Current Employment

- Priority consideration was given to applicants employed at colleges and universities with a predominantly Black student enrollment.

- Consideration was given to having a distribution of both research and teaching faculty.

- Consideration was also given to applicants who appeared to have a commitment to and from the institution, if discernable.

Sex

- A representative distribution of males and females was sought.

Research

- Consideration was given to persons who had an interest in conducting or teaching research in the social and/or behavioral sciences, but who may not necessarily had obtained funding for research projects.

III. COURSE DESCRIPTIONS

A. Procedures

The most intensely involved periods of the three year Faculty Research Development Workshop project were the four-week workshops conducted during the summer of each project year. Each of the two courses offered during the first two-week period of the workshops met for three-hour sessions, five days per week. The grantsmanship course, conducted during the second session, met for the six hour sessions, five days per week. Leading scholars in the social and behavioral science fields served as guest lecturers, panelists and consultants for all the courses.

B. Description and Content of Courses

1. Models and Methods of Social and Behavioral Sciences (first two-week period)

This course provided an overview of the major research models used in the social and behavioral sciences with an emphasis on their application to studies related to the Black experience. Both traditional and non-traditional social science models and perspectives were presented.

The course was designed to demystify the process of selecting an adequate research design, and of choosing a clear, satisfactory conceptualization of the research problem. (See appendix E for a comprehensive list of the presenters for this course.)

2. Computer Utilization in Social and Behavioral Science (first two-week period)

The course provided instruction in basic statistical measures used in social science research, the preparation and quantification of survey data, and the use of statistical programming packages, with an emphasis on Statistical Package for the Social Science (SPSS). Also included were the use of terminals, the concept of time-sharing, and a discussion of mini-computers. The interpretation of computer printouts was strongly emphasized throughout the course. (See Appendix E for a comprehensive list of presenters for this course.)

3. Grantsmanship (second two-week period)

The Grantsmanship course was designed to improve the participants' skills in the area of program planning and proposal development. It encompassed the theory and application of principles related to the development of fundable program packages. Instruction was geared towards structuring proposals for soliciting funds from private and public sources on a grant basis.

This course also provided an opportunity for participants to be involved in the actual writing and critiquing of proposals. To provide the participants with insight into the proposal review process, a mock proposal review panel from various federal agencies staged mock reviews of several proposals.

Consultation in proposal writing efforts was provided during the second and third project year by Dr. Philip Friedman and Dr. Dalmas Taylor,respectively. During this period, panels comprised of Howard

University staff members working on funded research projects discussed the funding mechanism of their respective projects. (See Appendix E for a comprehensive list of the presenters and panelist for this course.)

4. Practicum (second two-week period)

In conjunction with the Grantsmanship workshop, participants had the opportunity to visit several research centers and institutes, and governmental and private agencies. These visits were designed to assist participants in obtaining first-hand information regarding funding opportunities, the funding process, and agency program priorities.

Practicum visits were made to the following agencies and locations:

- Capital Hill
- Brookings Institution
- Joint Center for Political Studies
- National Center for Educational Statistics
- National Center for Health Statistics
- National Institute of Education
- National Institute of Mental Health
- National Science Foundation
- National Urban League, Research Department
- Library of Congress

Representatives from the following agencies made in-class presentations:

- Bureau of the Census
- National Endowment for the Humanities
- Department of Transportation
- National Institute on Aging
- Office of Education

IV. TECHNICAL ASSISTANCE

A. Overview of Technical Assistance

The provision of technical assistance to the participants was one of the most important objectives of the training program. Technical assistance was made available throughout each project year to the participants of the workshops. During the project period, Institute staff and paid consultants were available to meet with participants and provide feedback on their proposal ideas and research efforts. Literature and information searches were conducted upon request for participants.

B. Technical Assistance

Technical assistance was provided through the following channels: (1) the Institute's newsletter, Urban Research Review, (2) written correspondences, (3) telephone conversations, and (4) one-to-one consultations. Specifically, the Institute made the following services available to participants on an ongoing basis.

- Critique of proposals and articles,
- Guidance in selecting appropriate agencies for submitting proposals,
- Conducted literature searches as requested,
- On request, referred participants to appropriate journals for the publication of articles,
- Published articles by participants in the IUAR newsletter, Urban Research Review ,

- Solicited papers from participants for IUAR's Occasional Paper Series, and

- Provided participants with information on funding opportunities for minority researchers, resource guides, conference announcements, and Black research agencies/organizations/centers

V. SOCIAL ACTIVITIES

In conjunction with each workshop, a number of social and cultural activities were planned. The activities gave the participants an opportunity to interact with the faculty and staff of the Institute and Howard University, as well as representatives of other area universities, research agencies and organizations. The activities included receptions, luncheons, dinner-seminars, and performances at Washington, D.C. cultural centers.

A. Receptions

As a part of the workshops, several receptions were held to acquaint workshop participants with other faculty members and researchers in the Washington, D.C. metropolitan area. Informal gathering of participants and the Institute staff were held in order to acquaint participants with the functions of the Institute and its personnel.

As a part of the third year's workshop, a formal welcoming reception for the participants was held at Howard University's Blackburn Center. The program included a Keynote address by Dr. George Littleton, Associate Dean for Research, Howard University, Graduate School of Arts and Sciences.

B. Dinner-Seminars

In mid June of each project year, a dinner-seminar was given to culminate the Institute's activities for the year. These dinner-seminars included presentations by the following persons:

June 14, 1979	Dr. Ronald Walters Political Science Department Howard University
June 13, 1980	Dr. Robert L. Owens, III Dean of the College of Liberal Arts Howard University
June 12, 1981	Mr. Robert Moore Director of the D.C. Department of Housing and Community Development

Workshop participants were invited to participate along with the Institute's staff, community members, and area researchers.

C. Seminar-Receptions

Seminar-Receptions on "Funded Research Projects at Howard University" were held during the grantsmanship course of the 1980 and 1981 workshop. Each year three researchers from Howard University who were conducting funded research were invited to discuss their respective projects and share with the participants their experiences in obtaining their grants. The presenters were as follows:

1980	1981
Dr. Asuncion Savrin History Department Howard University	Dr. James Bayton, Professor Department of Psychology Howard University
Dr. Herman Bostick Associate Dean for Educational Affairs Graduate School of Arts and Sciences Howard University	Mr. Joseph Bell, Director Upward Bound Program and Student's Special Services Howard University
Dr. Ronald Walters Political Science Department Howard University	Dr. Herman Bostick Associated Dean for Educational Affairs Graduate School of Arts and Sciences Howard University

Presentations were followed by receptions held in Holy Cross Hall on Howard University's West Campus.

D. Luncheons

The closing activity of each workshop was a luncheon. Participants were again able to meet informally with Howard University's staff and minority researchers.

Luncheon speakers for these functions were:

June 1979	Dr. Gwendolyn C. Baker, Chief Minorities and Women's Programs
June 1980	Dr. Rashid Saafir National Institute of Mental Health Minority Center
June 1981	Mr. J. Clay Smith, Chairman Equal Employment Opportunity Commission

VI. FACILITIES AND LIVING ARRANGEMENTS

A. Facilities

The majority of the workshop classes were held in the School of Social Work and in Douglass Hall on the main campus of Howard University. Other sessions were held at the University's Computer Center, the Institute for Urban Affairs and Research,(West Campus),and at local federal and private agencies. Transportation was provided for all workshop activities which did not take place on the main campus of Howard.

B. Room and Board

During the 1979 workshop, out-of-town participants were housed in the Meridian Hill dormitory, Howard University. For the 1980 and 1981 workshops, out-of-town participants were assigned rooms in Bethune-Cookman Hall on the main campus. For their convenience, participants were provided with a list of dining facilities on the campus and within the vicinity of the University.

C. Stipends

Participants received a basic stipend to defray the costs of meals and incidental workshop expenses. Additional monies were granted to several participants who expressed financial need above and beyond the basic stipend.

VII. EVALUATION AND RECOMMENDATIONS

The evaluation of any project is mandatory in order to provide an assessment of the success of the project and to elicit recommendations for the future. The instrument for the Faculty Research Development Workshop were questionnaires designed for each component of the project. Questionnaires were constructed for the three courses offered as well as for the practicum visits and overall evaluations. The evaluations and recommendations made for each project year are reported separately.

A. Evaluation and Recommendations - 1979

1. Evaluation Instruments

The evaluation instruments were constructed such that ratings from poor to excellent could be given for most questions. A scale of 1 (poor) to 5 (excellent) was used for all but the evaluation of the Practicum where a scale of 1 (poor) to 3 (excellent) was used. Each questionnaire also included open-ended questions where further commentary could be made.

2. Workshop Assessment

a. Course Evaluations

(1) Models and Methods of Social and Behavioral Sciences

The evaluations of this component of the 1979 Faculty Research Development Workshop were overwhelmingly favorable. The percentage of

Median ratings of individual sessions were 4 or better on 4 out of 5 sessions. Only one session ("Orientation and Overview of the Data Analysis Concept") was rated as fair (3) while the last three sessions ("Establishing a Machine Readable Data Set," "Practicum I: Exercise in A Canned Program," and "Practicum II: Exercise in Hypotheses Testing") were rated as excellent (5).

The main criticism expressed by the majority of the participants was that of a shortage of time. Many would have preferred more practice time onthe computer. Some suggested that the Computer Utilization component be made into a separate workshop lasting from two to three weeks. It was also suggested that participants be provided with SPSS manuals to keep for future reference. All of the participants felt this component of the workshop was useful to them and that they gained valuable information from it.

(3) Grantsmanship

The Grantsmanship evaluation forms revealed that 100 percent of the participants rated this component of the workshop good to excellent. No one rated it fair or poor. Median ratings of individual sessions were 4 or better on all 14 sessions with 7 showing a rating of 5.

Although 100 percent of the participants found Grantsmanship to be excellent, there were critical comments concerning this component. Several felt many of the lecturers were repetitive with overlaps in content due mainly to having too many different people speaking. It was generally felt there was too much lecturing and that much of that time would have been participants who rated the sessions good or excellent was 86 percent. Median ratings of individual sessions were 4 or better (on a scale of 1 to 5; 1 (poor), 5 (excellent) for all but one session ("Research Models in Educational Research"). Three of the sessions ("Explaining Social Phenomena," "Designing Scientific Research," and "Application of Theory to Research Problems") had a median evaluation of 5.

While these positive evaluations indicate a high degree of approval with this component of the workshop, there were some negative responses elicited in the comment section of the evaluation forms. The most frequent comment concerned the lack of accessibility of readings related to each topic, particularly their being available before each session. Other noteworthy comments concerned a need for a broader representation of faculty from different areas of social science research and from other institutions. Some participants felt that there were too many Howard University faculty represented. Also, there was some feeling that some workshop lecturers should have been better prepared, specifically better organized, and they should have emphasized their models more and been better able to explain them. Many individual sessions were praised in the comments as being most worthwhile. Many participants thought their fellow participants should have attended more of the sessions and been more actively engaged in them.

(2) Computer Utilization in Social and Behavioral Sciences and Research

The Computer Utilization component evaluations were very favorable with 93 percent of the participants rating it good to excellent.

better spent in practice sessions geared towards further development of a proposal. More practical proposal writing instruction was desired with more feedback from both the group and the instructor. It was felt that this component contained so much valuable information that it should be offered as a course by the University.

Overall, the participants felt this component was one of the most useful and a potentially valuable component of the workshop. They felt the assignments reinforced the lectures and assisted in making practical application of the information easier. All agreed that their needs were met by the sessions and for the most part it far exceeded their needs and their expectations.

(4) Evaluation of Practicum

The Practicum visits evaluations revealed only 45 percent (5 out of 11) visits with a median rating of excellent. Moreover, 55 percent (6 out of 11) of the visits had the majority of the participants not in attendance. One visit (Brookings Institution) received a poor to fair rating.

While the participants' ratings seem negative, most of the comments reflected a positive feeling for the concept of Practicum visits. Many found the information concerning funding sources valuable and appreciated seeing first hand how these agencies work.

The participants generally felt the speakers were well organized, but some were found to be boring and had difficulty in communicating. It was suggested that a brief orientation be given before each visit to better prepare the participants. More tours and less lectures were preferred by many. Opinions varied as to how much time should be alloted to a visit, but many did feel that some time should be set aside to talk informally to the contact people from each agency.

3. Overall Assessment

a. Overall Workshop

The Overall Evaluation forms showed that 79 percent of the participants rated the overall organization of the workshop as good to excellent, and moreover, 75 percent felt the workshop content was applicable to their own needs. No one rated either area poor.

The 1979 Faculty Research Development Workshop was found to be helpful in a variety of areas. The one most often mentioned comment was that of being exposed to and reviewing skills needed in writing a successful proposal. Obtaining the knowledge of the data, being aware of political forces within agencies, meeting and contacting people, and establishing a working network were also mentioned. The interchange with representatives of various funding agencies through the Practicum visits helped many participants become familiar with the priorities of those agencies and with the contact people within those agencies. Being exposed to a variety of Black researchers and their work was also valued highly. The Computer Utilization component was found to be one of the most valuable aspects of the total workshop.

Comments concerning how participants' needs could have been better met generally dealt with three basic areas: dissemination of information, time, and practice. Most felt that much of the information that was passed on in lecture form could have been deleted. A format of readings being disbursed at least one day in advance of the session, a shortened talk by the speaker with group discussions following would have been more beneficial. Many felt the need for more feedback and more one to one discussions with speakers. It was also suggested that a sourcebook defining terms and concepts would be helpful. Most participants felt too much was included in the time they had. Many expressed the need for shorter days, an afternoon off, more individual time to read handouts and complete assignments. They also felt they were frequently rushed through a lecture without being given the time to talk to the speaker afterward. Since learning how to write an effective grant was the major objective for most of the participants, they would have liked more practice in the actual writing of a proposal. To write mock proposals on which they would be given feedback would have been a valuable exercise. It was also suggested more practice in negotiating grants and proposals be included.

b. Social Activities

The evaluation of social activities was not responded to by 25 percent of the participants. Of the remaining participants, 56 percent rated the social activities good to excellent. No one rated them poor.

c. Facilities and Living Arrangements

Classroom facilities were found to be good to excellent by somewhat fewer participants (63 percent), while 37 percent rated them as fair to poor. Eighty percent of the participants rated dormitory accommodations poor to fair, and 68 percent rated the transportation poor to fair.

The amount of financial aid provided for meals and expenses was found to be good to excellent by half of the participants (52 percent).

d. Guest Lecturers and Project Staff

The staff of IUAR was highly praised as being most informative, willingly helpful and cordial. More and better integration of statistics from the speakers would have been helpful, but generally the participants felt this kind of workshop should be continued. They felt they had gained a great deal from it and hoped that more workshops with emphasis on the Black researcher be scheduled in the future.

4. Summary and Recommendations

a. Summary of Participants' Comments

The Faculty Research Development Workshop as a whole was rated highly and praised in many areas. As indicated above, many benefits were derived from the designed activities of the workshop. Information derived from speakers, use of the computer, and learning funding agency priorities were mentioned. However, much seemed to be gained from the informal aspects of the workshop, such as meeting agency staff, Black researchers, and other valuable people. Participant interaction and idea exchange seemed to be valued.

Although the workshop was considered a success overall, there were a number of negative comments. Participants felt that more time on the computer and having reading materials more readily available before the lectures were very important. Greater diversity in research models including some non-traditional ones was desired by many. Many also felt that they should have had some actual practice writing a grant proposal.

b. Recommendations

The format and content of the workshop seemed appropriate and is undoubtedly the principal reason for overall success. Recommendations for future workshops would of course address the criticisms of the participants and improve on the positive as well as negative aspects of this workshop. Specifically, the incorporation of practice in proposal writing as part of the Grantsmanship workshop or a separate workshop would be most valuable. This would include actually writing the major parts of a grant proposal and have it critiqued by guest lecturers and participants. Allowing more time on the computer and having fewer lectures would improve the Computer Utilization component. Greater diversity in the model presented during the Models and Methods component is also desirable. Here, more emphasis on the models, better organization of the lecturers, and shorter presentations with more time for discussion and some time to get to know the speaker would help this component. A "source book" with common technical terms used by the lecturers would also facilitate these sessions.

A shorter daily schedule with time available for personal activities or additional work on interesting activities would be appreciated by most participants. This along with improved living and eating arrangements, transportation, and more money for expenses would make for more participant satisfaction.

These recommendations entail some major changes, but do not apparently require altering the basic content and format of this project.

B. Evaluation and Recommendations - 1980

1. Evaluation Instruments

The instruments used to evaluate the 1980 workshop were modified questionnaires similar to those used to evaluate the 1979 workshop. The ratings scale from "poor" or 1 to "excellent" or 5 was retained. This scale was assigned to a majority of items on the Models and Methods, Grantsmanship, and Practicum questionnaires. In sections of the Computer Utilization evaluation, participants rated the exercises as "not helpful," somewhat helpful," and "very helpful." Each questionnaire provided for a number of open-ended responses.

2. Workshop Assessment

a. Course Evaluations

(1) Models and Methods of Social and Behavioral Sciences

This course received overwhelmingly positive ratings by the twenty-two participants who responded. None of the participants rated the session "poor." The topics "Importance and Utility of Research" and "Designing Scientific Research" received a rating of "good to "excellent" from 100 percent and 95 percent of the respondents respectively.

Similarly, the ratings of the presentations on the "Application of Theory to Research" generally received "good" to "excellent" ratings. Those presentations receiving the highest rating included the discussion of a psychological and sociological research model.

In addition, the participants were asked to indicate how helpful this course was in meeting some of the stated objectives of the workshop and in enhancing their own research capabilities. "Good" to "excellent" ratings were again given by more than 70 percent of the participants in every instance.

These positive evaluations indicate a high degree of approval with this component of the workshop. Similarly positive were many of the comments and recommendations. Participants indicated that they developed a more favorable attitude toward research; the workshop was very informative; it was an excellent opportunity to develop skills; it was very interesting and intellectually stimulating; and there was a good selection of resource people.

However, there were some negative responses received. The most frequent comment concerned the rigidness of the schedule which did not allow time for greater interaction with other participants, the presenters, and with researchers at Howard University. Other noteworthy comments included the following: more female presenters are needed; there was too much emphasis on sociological models; there is a need for non-traditional, non-European models to be presented; more time should be allowed for participants to work on individual research projects; and more time should be devoted to introducing participants to resources in Washington. Nonetheless, the composite rating suggests that the participants found this component of the workshop to be an enriching learning experience.

(2) Computer Utilization in Social and Behavioral Sciences

Most of the fourteen participants who completed evaluation questionnaires for the course indicated that they had increased their level of competence in the use of the computer for social science research. The majority of the respondents felt that their understanding of the use of the computer had increased (71 percent) and that their skills in the use of terminals were enhanced (64 percent). None of the respondents felt that the workshop sessions were "not helpful."

All of the participants felt that the sessions were helpful. The areas that were most helpful were preparation of machine-readable data sets (78 percent) and "Introduction to SPSS" (71 percent). The sessions were slightly less helpful in assisting them to prepare data for computer use (57 percent).

Most of the participants felt that the computer sessions were "somewhat helpful" in increasing their ability to work with statistics and data levels (57 percent); "interpreting statistical results from computer printouts" (65 percent); and "validating a theory" (70 percent). Also helpful were the "assignments" (70 Percent) and the "SPSS Practicum" (70 percent).

There were two major concerns expressed by the participants. The first was that the time-frame was insufficient to accomplish all that they would liked to have done. Secondly, they stated that time allocation could have been improved. It was felt that too much time was spent on keypunching, thus, not allowing enough time for analysis and interpretation of data. One participant suggested that the group could have been divided in at least two sections since not all participants came to the workshop with the same background in statistics and computers. Overall, however, everyone felt that they left the workshop with increased competencies in computer usage.

(3) Grantsmanship

With the exception of the presentation on "Evaluation" and "Service, Training and Demonstration Proposals," the twenty-two participants gave ratings of "good" to "excellent" to the various aspects of the grantsmanship course. The presentations on "Arts of Grantsmanship," "Types of Proposals," and "Budgeting" were rated as "good" to "excellent" by 100 percent, 82 percent, and 86 percent of the respondents, respectively. The presentations on "Politics of Grantsmanship" and the "Mock Proposal Review" also received high ratings. To a lesser degree, this was the case for the presentation on "Funding Identification."

To some of the participants, the ideas gleaned in the grantsmanship workshop "opened up a new world." This was true not only of the mechanics of writing proposals, but especially as it related to their understanding of the structure and functioning of various funding agencies. Insights into the politics of funding and understanding of the review process also appeared to be very meaningful to them.

While a few of the participants believed that the small group assignments -- actually writing proposals -- could have been more helpful, most felt that more time should have been devoted to this segment of the workshop. The overall rating of the grantsmanship workshop, however, was very positive.

(4) Evaluation of Practicum

Generally, the participants gave "fair" or "excellent" ratings of the agency presentations. Most of the participants felt that the visits were "good" to "excellent" in helping them in various ways. See Appendix G for a list of agencies visited.

More participants rated the National Institute of Education as "excellent" (88 percent) than any of the other practicum sites visited. The National Urban League received a rating of "excellent" by the next largest percentage of the participants (75 percent). The Joint Center for Political Studies received fairly good ratings also.

The lower ratings were given to the Bureau of Census, followed by the National Center for Health Statistics, National Institute of Mental Health (NIMH), and the National Science Foundation (NSF).

The following list of comments were solicited on ways the participants found the practicum visits most helpful and ways the visits could be more helpful.

Most Helpful

A. Opportunity to hear directly the process of positive outcomes,e.g. securing grants, contracts.

B. Exposure to funding sources and techniques to utilize when applying for a grant.

C. Materials received, conversations with staff and agencies.

D. Information, insights about funding process, personal contacts.

E. Opportunity to hear agency representatives present process of grant writing, proposal review process in their agencies.

F. Introduction to data sources; proposal review process.

G. Finding out about the structure of the agencies, and information about their review process.

H. Able to decide which agency I need to submit proposals to.

Could Be More Helpful

A. Visit private foundations and resources supporting qualitative and "innovative" study designs of program testing.

B. Individual visit to agencies that might be more directly related to their research interests.

C. More time for speaking individually with staff and agencies and/or discussing ideas.

D. If senior agency people were available more instead of gatekeepers.

In summary, the participants viewed the contents as highly effective and beneficial. There was some expression that in some instances time would have been better utilized if the presenters from the agencies were brought to participants rather than having the participants travel to the agencies. However, all agreed that there was no substitute for the opportunity to learn first-hand about agency program priorities

3. Overall Assessment

a. Organization of Workshop

A majority of the participants (96 percent) indicated that the workshops were well organized. The comments indicated that participants perceived that there was "excellent planning and execution of activities." However, there was expression of a need for more flexibility in scheduling to allow for more on-campus and off-campus visitation, especially in the afternoons.

b. Format of Presentations

The majority of the participants (88 percent) rated the format of the presentations as "good" to "excellent." The mock review panel was viewed as a very positive activity. One participant observed that there should be "longer days with more time for breaks between morning and afternoon." The intensity of the workshops required extensive investment of intellectual and physical energies.

c. Clarity of Presentations

With regard to the clarity of presentations, the participants (94 percent) felt that the presentations were "good" to "excellent." The comments included statements such as the following: "the presentations were well executed," and "the ability to ask questions all during the presentations was especially appealing."

d. Applicability of Workshop Content

The majority of participants (97 percent) felt that the information received was relevant to their jobs. Comments were: "learned immeasurable amount of new information" and "clarified misconceptions."

e. Classroom Facilities

The facilities were rated as "good" to "excellent" by 73 percent of the participants. One of the participants did comment that the "air conditioning was not always operating properly."

f. Financial Aid for Meals and Expenses

While the majority of the participants (84 percent) rated financial aid as "fair" to "excellent," they did feel that "D.C. was expensive" and required higher stipends. Increments in the stipends might be considered for future workshops, especially given increasing inflation annually.

g. Dormitory Accomodations

Most of the participants (41 percent) rated dormitories as "fair." Some of the participants had some difficulty in adapting to dormitory living typically set up for college students.

h. Transportation and Parking

The majority of the participants (73 percent) rated transportation and parking as "good" to "excellent." The staff gave considerable attention to providing adequate transportation between campuses and within the city.

i. Dining Facilities

The participants rated the dining facilities as "good" to "excellent" (67 percent). The food was also rated highly. At least one participant felt that there should have been more opportunity to dine in city restaurants.

j. Social and Cultural Activities

The results of the evaluation show that the majority of the participants (97 percent) rated the activities as "good" to "excellent." Comments by the participants indicate that there were a variety of social and cultural activities involving visits to tourist sites, picnics, plays, etc. There was some concern that visits to more Black oriented museums and libraries should be included.

4. Summary and Recommendations

a. Summary of Participants' Comments

Overall, the responses from the participants indicated that the workshop was extremely helpful to them in the development of their research skills and in some cases, exceeded their initial expectations. They found the workshop well organized and the presentations informative and relevant. All of the participants indicated that they would like to see the workshop continued and expanded to provide an opportunity for additional interested individuals to participate.

b. Recommendations

Major recommendations for future workshops include the following:

Models and Methods

1. Workshop presentations should be expanded to include other theoretical perspectives and methodologies such as the non-European research framework and research methodologies employed in historical and ethnographic research.

2. Additional time should be available within the workshop schedule to allow participants the opportunity to interact more with Howard University faculty engaged in research.

3. Lectures devoted to instrument development, sampling, and other quantitative aspects of research design, should be expanded.

Computer Utilization

1. An effort should be made to integrate the Computer Utilization and Models and Methods assignments.

2. Additional time in the workshop sessions should be devoted to data interpretation and analysis.

3. Computer laboratory hours should be extended.

Grantsmanship

1. The workgroups for proposal development should be continued, allowing for additional time for group tasks.

2. The mock proposal review should be continued as a part of the workshop curriculum.

Practicum

1. Practicum experiences should include additional visits to Black oriented agencies and institutes.

Financial Aid

1. Weekly stipends should be increased to adequately cover the costs of meals and other necessities in the Washington D.C. area.

C. Evaluation and Recommendations-1981

1. Evaluation Instruments

The evaluation of the Faculty Research Development Workshop for the year 1981 followed that of the two previous years (1979 and 1930 with modifications). The instruments of evaluation for the 1981 Faculty Research Development Workshop were questionnaires designed for each of the components of the project. Questionnaires were constructed for the three courses offered as well as for the practicum visits, and an overall evaluation. The questionnaires were constructed such that ratings ranging from "poor" to "excellent" could be given for most questions. A scale of "1" (poor) to "5" (excellent) was used to evaluate the content, clarity, and usefulness of various aspects of the Models and Methods courses, Grantsmanship course, and Practicum visits. Responses on the questionnaire were treated as interval level data and mean scores were computed for each Likert-like item. In sections of the Computer Utilization evaluation, participants rated the exercise as "not helpful," "somewhat helpful." and "very helpful." Each questionnaire provided for a number of open-ended responses.

2. Workshop Assessment

a. Course Evaluations

(1) Models and Methods of Social and Behavioral Sciences

The course received positive ratings from the seventeen participants completing the evaluation questionnaires. Assessments made of the content, clarity, and usefulness of information presented by the lecturers revealed that ratings given each presenter were consistently high in each category. The rating for each presentation is indicated in Table 2. Most of the ratings exceeded a mean score of 4.0.

Participants were also asked to indicate how helpful this course was in meeting some of the stated objectives of the workshop and in enhancing their own research capabilities. The composite ratings in Table 2 indicated that ratings for each objective listed exceeded a mean score of 3.0 or "good."

Table 1

Ratings of the Usefulness of the Models and Methods Presentation

N=17

Aspects of the Models and Methods Presentation	Mean Values
Enhanced your ability to conceptualize and define research problems	4.12
Offered a variety of alternative research models in diverse disciplines	4.24
Provided a framework for the selection of research models most appropriately suited to specific research problems	4.06
Exposed you to processes for selecting and devising satisfactory research methodologies	3.77
Provided background information helpful in the preparation of proposals	3.75
Assisted you in extending your network of professional contacts	4.06

Table 2

Models and Methods Presentations
Mean Values*
N=17

Topic	Presenter	Content	Clarity	Usefulness
A. Importance and Utility of Research	Dr. Lawrence Gary	4.56	4.69	4.50
B. Procedures of Scientific Social Research	Dr. Walter Wallace	4.53	4.53	4.35
C. Describing, Explaining and Controlling Social Phenomena	Dr. Walter Wallace	4.41	4.47	4.59
D. Explaining Social Phenomena: A Non-Traditional Perspective	Dr. Hilbourne Watson	4.29	4.29	4.35
E. Application of Theory to Research				
1. A Social Science Model	Dr. Harriette McAdoo	4.53	4.65	4.56
2. A Sociological Model	Dr. Robert Davis	4.12	4.24	4.18
3. An Ethnographic Model	Dr. Elijah Anderson	4.19	4.38	4.19
F. Research Projectsat the Mental Health Research & Development Center	Dr. Leo Hendricks	3.69	3.88	3.81
G. Publishing Research Findings	Dr. Faustine Jones	4.53	4.65	4.47
H. Research Resources at the Moorland-Spingarn Research Center	Dr. Michael Winston	4.77	4.82	4.35

* Based on a rating scale of
"1" representing poor to "5" representing excellent

When asked to give an overall rating of the Models and Methods course, a majority of the participants rated the course "good." None of the respondents rated the course as "poor."

Open-ended comments made by participants revealed that a majority had gained valuable exposure to methods, paradigms, and statistical techniques applicable to their professional responsibilities. Specific comments along this line were: "the broad range of research methods and statistical techniques will enhance my ability to make a better contribution as a teacher and researcher" and "it increased my awareness of research models and statistics."

These comments and others like them indicated participants' approval of this course. However, the course did receive some unfavorable comments. The most frequent comments concerned the amount of individualized attention and interaction time given participants and the rigidly structured workshop schedule. Other noteworthy comments were: "the group was very tense and closed to information that might be useful for understanding"; "few social activities were organized for participants"; and "more time could have been provided for discussion of non-traditional models."

(2) Computer Utilization

Responses to evaluation questionnaires revealed that most of the participants felt this course had increased their level of understanding and competency in computer utilization in social science research. Specifically, their understanding and skills in preparing machine readable data sets, SPSS, usage of computer terminals, and interpretation of statistical result had improved. On a scale of 1 to 3, where "not improved," "somewhat improved," and "greatly improved" correspond respectively, participants' ratings for these designated areas exceeded a mean value of 2.0. Data in table 3 show that participants felt the sessions were slightly less helpful in improving their ability to interpret statistical results from computer printouts. In this case, the mean score was 2.29.

Table 3

Ratings on Workshop Sessions Impact on Participants' Skills in Utilizing the Computer

Utilization Skills	Mean Value
1. Preparing a machine readable data set (e.g., coding, keypunching, etc.)	2.82
2. Familiarity with SPSS	2.77
3. Understanding the usage of computer terminals	2.77
4. Interpreting statistical results from computer printouts	2.29

Analysis of the impact of the individual course components on the participants' skills in statistical analyses and interpretations indicate that composite ratings for each component exceeded a mean value of 2.30. The data in Table 4 show that the "Review of Statistics and Data Levels" component received the lowest mean score (2.38). Introduction to SPSS and SPSS practicums received the higest mean scores (2.77).

Table 4

Ratings on Workshop Sessions Impact on Participants Skills on Statistical Analyses and Interpretation

N=17

Skills in Statistical Analyses and Interpretation	Mean Values
Review of statistics and data levels	2.38
Preparation of data for computer usage	2.71
Introduction to SPSS	2.77
SPSS practicum	2.77
The use of terminals	2.59
Validating a theory	2.53
Assignments	2.63

In an overall assessment, the computer course received highly favorable ratings. On a scale of 1 to 5, where "1" represented poor and 5 represented excellent, each aspect of the course received a mean score exceeding 3.50. The highest mean scores were assigned to the "applicability of workshop center to [Participants] needs" and "general organization of the course" (See Table 5).

Table 5

Overall Assessment of
Computer Course

N=17

Aspect of Computer Utilization Course	Mean Values
General organization of the courses	3.88
Format of the presentations	3.53
Achievement of course objectives	3.71
Applicability of workshop center to your needs	4.12
Classroom facilities	3.71
Computer facilities	3.82

There were several concerns expressed by the participants. The most dominant concern was that time allotted for instruction and practice was too insufficient to yield truly adequate mastery of the materials and techniques. Specific comments along this line were "statistics are too abstract to try and compress two semesters of work into two weeks," "there was not enough time to complete all the work assigned," and "there must be more time allowed for utilization of the computer room.

In all, the computer utilization course was a success. The overall sentiment was that the computer course had been helpful and that participants had improved their skills in computer utilization.

(3) Grantsmanship

With the exception of the "Funding Identification Seminar," the Grantsmanship presentations were well received. The mean ratings for these presentations clustered around 4.0. The data in Table 6 show that the mean ratings

Table 6

Grantsmanship Presentations
Mean Values

Topic	Presenters	Content	Clarity	Usefulness
A. The Art of Grantsmanship	Dr. Lawrence E. Gary	4.38	4.28	4.44
B. Types of Proposals	Dr. Lawrence E. Gary	4.33	4.28	4.44
C. Organizing for Proposal Development	Dr. Lawrence E. Gary	4.0	4.06	4.12
D. Content of a Good Proposal	Dr. Ronald Braithwaite	3.89	3.67	4.06
E. Information Searches				
1. DIALOG	Ms. Eartha Sanders	3.94	3.61	4.06
2. MEDLARS	Ms. Ann Price	3.82	3.47	3.94
3. ERIC	Ms. Laura Cearnello	4.11	3.67	4.06
F. Organizing and Staffing	Dr. Ronald Braithwaite	3.67	3.5	3.83
G. Budgeting	Ms. Eva Bell	4.42	4.47	4.42
H. Proposal Evaluation	Dr. Elsie Scott	3.90	4.0	3.95
I. Funding Identification Seminar	Dr. James Bayton	3.39	3.44	3.28
	Dr. Herman Bostick	3.67	3.65	2.22
	Mr. Joseph Bell	3.22	3.35	2.22

for the "Funding Identification Seminar" were closer to a mean score of 3.0. In contrast, the presentations on "The Art of Grantsmanship," "Types of Proposals," and "Budgeting" were highly rated.

The average ratings for the "Proposal Development" component of the Grantsmanship course were 3.50, 3.44, and 3.61 for content, clarity, and usefulness respectively. This activity was viewed as fair to good, with ratings for the individual presentations (See Table 7).

The mean ratings for the "Mock Proposal Review" activity were 4.29, 4.35, and 4.23 for content, clarity, and usefulness respectively. Each rating is comfortably considered in the good to excellent range.

Table 7

Rating of Grantsmanship Activities
Mean Value

Activities	Content	Clarity	Usefulness
Work Group Activities in Proposal Development	3.50	3.44	3.61
Mock Review	4.29	4.35	4.23

Participants were also asked to give their overall rating of the Grantsmanship course. On a four point scale, participants gave the course an overall mean rating of 3.42. The course was judged overall to be a positive experience by participants. Participants, however, felt that it would have been more helpful if they had been allowed to gain grantsmanship experience through working on their own proposals.

(4) Evaluation of Practicum

The data in Table 8 show the mean ratings for the content, clarity, and usefulness of each practicum visit/presentation.

Table 8

Ratings of Practicum Visit/Presentation
Mean Value

Agency	Content	Clarity	Usefulness
National Center for Health Statistics	3.77	3.59	3.47
National Institute of Education	3.59	3.71	3.41
Brookings Institute	2.24	2.65	1.77
Urban League Research Development	3.56	3.50	3.50
National Institute of Mental Health	3.71	3.65	3.53
National Science Foundation	3.06	3.11	2.72
U.S. Census Bureau	3.67	3.61	3.55
National Endowment for the Humanities	3.65	3.82	4.0
Department of Transportation	3.44	3.67	3.67

As can be seen, the mean ratings for the nine individual visits/presentations fell between 3.50 and 3.75. There are however, two notable divergences from this pattern. Ratings for the National Endowment of the Humanities were higher than the rest and ratings for the Brookings Institute were markedly lower.

There were few elaborated comments provided for this course. However, the major theme of these comments was the insensitivity of the Brookings Institute to the concerns of minorities.

The data in Table 9 gives the participants' ratings of the various ways the site visits were helpful to them.

Table 9

Ratings of Ways the Site Visits Were Helpful

Objectives	Mean Value
Introduced you to careers in research	3.83
Exposed you to funding and data sources	4.11
Provided an opportunity to discuss the grantsmanship process with representatives of various funding agencies	3.94
Provided an opportunity to get feedback on proposal ideas from agency representatives and researchers	3.50

Two major themes emerged from the responses to open-ended questions. Participants indicated their appreciation for the opportunity to have first hand interface with funding agencies and contacts with agency personnel. The other major trend was that respondents felt they were now more knowledgeable of the politics of funding.

Overall, participants viewed their visits to the various agencies as moderately positive. No one agency experience stood out as exceedingly worthwhile. In examining the pattern of responses, approximately half of the participants' responses were exceptionally positive.

APPENDICES

APPENDIX A

COURSE DESCRIPTIONS AND OUTLINES

1979

Course Outline

Models and Methods of Social and Behavioral Science Research

This course provides a foundation for the Grantsmanship Workshop, through providing an introduction to major models of social and behavioral science research with emphasis on their application in studies related to the Black experience. Presentation of current research by leading social and behavioral scientists will illustrate various research models as well as specific methodological techniques.

In particular, the course is aimed at demystifying the process of selecting an adequate design, and of choosing a clear, satisfactory conceptualization of the research problem.

The initial meetings will present a clearcut general overview of how research is designed to explain social phenomena. Subsequent meetings will apply the principles developed beforehand by presenting detailed applications of theory to research problems.

Ten 3-hour sessions will be conducted by staff of the Institute for Urban Affairs and Research and by guest lecturers.

Topics to be covered will include the following:

- The importance of social science research;
- Models for explaining social phenomena;
- Alternative scientific research designs;
- Research problem statement;
- Instrument development;
- Rules of model design;
- Empirical indicators;
- Hypotheses and propositions.

Course Objectives

As stated in the course description, this workshop is aimed at introducing participants to major models of social and behavioral science research. Specific objectives are as follows:

1. Improve participant skills in conceptualizing research problems and in devising adequate frameworks.
2. Expose participants to research approaches in diverse disciplinary areas.
3. Demystify the process of devising satisfactory methodologies.
4. Equip participants with background knowledge helpful in preparing proposals.
5. Help participants extend their network of professional contacts.

Course Instructors

Dr. Robert Davis
University of Wisconsin

Dr. Lawrence E. Gary
Howard University

Dr. Mary Harper
National Institute of
Mental Health

Dr. Roosevelt Johnson
University of the District
of Columbia

Dr. Michael Lewis
Howard University

Dr. Robert Lightbourne
Howard University

Dr. Harriet McAdoo
Howard University

Dr. Frank Yates
University of Michigan

Dr. Lennox Yearwood
Howard University

Dr. Walter Wallace
Princeton University

Dr. James Savage
Howard University

Models and Methods of Social and Behavioral Science Research
June 4 - 15, 1979
Room 111, School of Social Work
Howard University

DATE	TIME	TOPICS	SPEAKERS
June 4, 1979 (Monday)	9:00am - 10:45am	Orientation Selected Research Models in Social Sciences	Dr. Lawrence Gary, Mental Health Research and Development Center Howard University Dr. Gwendolyn Baker, National Institute of Education Dr. Robert Lightbourne, Mental Health Research and Development Center Howard University
	11:00am - 12 Noon	The Importance and Utility of Research	Dr. Lawrence Gary Dr. Robert Lightbourne
June 5, 1979 (Tuesday)	9:00am - 12 Noon	Explaining Social Phenomena	Dr. Walter Wallace, Princeton University
June 6, 1979 (Wednesday)	9:00am - 12 Noon	Designing Scientific Research	Dr. Walter Wallace
June 7, 1979 (Thursday)	9:00am - 12 Noon	Research Models in Educational Research	Dr. Roosevelt Johnson, University of the District of Columbia

DATE	TIME	TOPICS	SPEAKERS
June 8, 1979 (Thursday)	9:00am - 10:45am	Hyperactivity and Learning	Dr. Michael Lewis, Howard University
	11:00am - 12 Noon	The Train Engineer	Dr. Michael Lewis
June 11, 1979 (Monday)	9:00am - 10:00am	Staff	Mental Health Research and Development Center Howard University
	10:00am - 12 Noon	Application of Theory to Research Problem: Middle Class Black Families	Dr. Harriette McAdoo, Howard University
June 12, 1979 (Tuesday)	9:00am - 12 Noon	Nonregressiveness of Subjective Predictions	Dr. Frank Yates, University of Michigan
June 13, 1979 (Wednesday)	9:00am - 10:45am	Theories and Models of Migration	Dr. Robert Lightbourne
	11:00am - 12 Noon	Theories and Models of Human Fertility	Dr. Robert Lightbourne
June 14, 1979 (Thursday)	9:00am - 12 Noon	Black Suicide: Models and Methods of Inquiry	Dr. Robert Davis, University of Wisconsin
June 15, 1979 (Friday)	9:00am - 10:45am	Application of Theory to Research: Community Participation Project	Dr. Lennox Yearwood, Mental Health Research and Development Center Howard University
	11:00am - 12 Noon	Exploring Areas of Research	Dr. Mary Harper, National Institute of Mental Health

Course Outline

Computer Utilization in Social and Behavioral Sciences

This course will provide an introduction to the role and function of the computer in data processing and analysis, and will focus on survey and demonstration of computer techniques in social science research. The course will also provide instruction on basic statistical measures used in computer-aided research and will especially emphasize practical experience in using the computer for research.

The course will commence with a brief refresher or introductory review of some key concepts in data analysis and some of the most commonly used procedures. It will then provide experience in establishing a machine readable data set, and several exercises in using one social science computer language, namely SPSS. It will also contain a review of the concept of data base building, a review of social science statistical packages, a review of more flexible languages for data manipulation, a discussion of secondary data analysis as a strategy for answering research problems, and a discussion of mini-computers and time sharing.

Course Objectives

The specific objectives of this course are to improve the data processing skills of participants by enhancing competence in the following areas:

1. Ability to conceptualize variables.
2. Ability to identify the scale level of a variable.
3. Ability to select appropriate units of analysis.
4. Ability to examine relationships between variables.
5. Ability to read and interpret SPSS printout for the following procedures:

   a) frequency distributions
   b) crosstabulations
   c) regression analysis

6. Ability to establish and process data files using SPSS.

7. Ability to perform secondary analyses.

8. Ability to assemble data bases for individuals or geographic areas.

Course Instructors

Ms. Diane R. Brown
Mental Health Research and
Development Center
Howard University

Dr. Robert Lightbourne
Mental Health Research and
Development Center
Howard University

Dr. Ron Manuel
Sociology Department
Howard University

Ms. Rita Foy
Mental Health Research and
Development Center
Howard University

Computer Utilization in the Social Sciences

DATE	TIME	TOPICS	SPEAKERS
June 4, 1979 (Monday)	2:00pm - 5:00pm Room 111 - SOW	1. Orientation 2. Overview of Data Analysis Concept	Dr. Robert Lightbourne, Mental Health Research and Development Center Howard University
June 5, 1979	2:00pm - 5:00pm Room 320 - Holy Cross Hall	Development of scales, scores, and indices	Dr. Ron Manuel, Sociology Department Howard University
June 6, 1979 (Wednesday)	2:00pm - 5:00pm Room 320 - Holy Cross Hall	Establishing a machine readable data set	Dr. Robert Lightbourne
June 7, 1979 (Thursday)	2:00pm -5:00pm	Practicum I Exercise In using a Canned Program	Dr. Robert Lightbourne Ms. Rita Foy, Mental Health Research and Development Center Howard University
June 8, 1979 (Friday)	2:00pm - 5:00pm	Practicum II Exercise in hypotheses testing Reception - Room G-15	Dr. Robert Lightbourne Ms. Rita Foy

DATE	TIME	TOPICS	SPEAKERS
June 11, 1979 (Monday)	2:00pm -5:00pm	Practicum II Exercises In hypotheses testing	Dr. Robert Lightbourne Ms. Rita Foy
June 12, 1979 (Tuesday)	2:00pm - 5:00pm	Practicum II Exercise In hypotheses testing	Dr. Robert Lightbourne Ms. Rita Foy
June 13, 1979 (Wednesday)	2:00pm - 5:00pm	Building Data Bases Review of Social Science Statistical Packages Review of other Computer Languages	Dr. Robert Lightbourne
June 14, 1979 (Thursday)	2:00pm - 5:00pm	Secondary Data Analysis	Dr. Robert Lightbourne
June 15, 1979 (Friday)	2:00pm -5:00-m	Using Data Banks Mini-Computers and time sharing as strategies for small universities and colleges	To be announced
	5:00pm - 7:00pm 7:00pm - 10:00pm	Reception, Harambee House Dinner/Dance	

Course Outline

Grantsmanship

This workshop is designed to improve the performance of participants in the areas of program planning and proposal development. The workshop is both concept and content oriented. It covers both theory and application of principles relevant to developing fundable program packages. It explains what to do, how to do it, and why you do it. It provides instruction in significant aspects of proposal structuring responsive to soliciting funds on primarily a grant basis from both private (i.e., foundations) and public (i.e., federal agencies) sectors.

The workshop is based on the assumption that there is no special mystique centered around effective grantsmanship capability and that anyone with a good, reasonably well thought out idea and average writing skills can do a successful job of preparing a funding application. There are, however, some basic procedures common in successful documents that can be profitably adopted to improve one's proposal development skills. This workshop is intended to share some of these techniques.

The ten-day session will be conducted by the staff of the Mental Health Research Center,and the Institute and guest specialists, and will be structured as a work-training situation; it will utilize a combination of approaches including lecture-oriented seminars, group interaction sessions, readings, evening assessments, and role playing situations.

The subject matter to be covered in this accelerated workshop will include:

- The importance of grantsmanship and its terminology
- The systematic process of proposal development

- The politics of grantsmanship
- The development of fundable ideas
- Information searches and resources
- Proposal evaluation criteria
- Structuring of proposal
- Identification of potential funding sources
- Dissemination strategies
- Techniques for evaluating a project
- Budget preparation
- Understanding the proposal review process
- Strategies in marketing and negotiating a proposal
- Capability statement
- The importance of establishing a network
- The use of consultants
- Development of a resource library

Course Objectives

As stated in the course outline, the purpose of this workshop is to improve the grantsmanship skills of participants. The specific objectives of this course are:

1. To introduce the participants to each other and provide appropriate orientation to the importance of the research development workshop series.
2. To familiarize participants with grantsmanship terminology and information resources.
3. To provide participants with a working bibliography on grantsmanship.
4. To identify potential sources of funding for the participants' projects.

5. To provide participants with information on why proposals are rejected.
6. To show participants how to write goals and objectives.
7. To expose participants to a variety of proposal formats.
8. To provide participants with an understanding of the major components of a well written proposal.
9. To teach participants how to write clear and concise problem statements.
10. To impart to participants techniques for utilizing internal resources in the development of proposals.
11. To familiarize participants with the review process and the politics of grantsmanship.
12. To teach the participants how to construct an appropriate budget for a proposal.
13. To identify the essentials of a good public relations and audio visual technique used in grantsmanship.
14. To impart to participants the techniques used in marketing and negotiating a proposal as well as hiring a consultant.
15. To evaluate the workshop and develop appropriate plans for providing technical assistance to participants.

Instructors

Ms. Eva M. Bell
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Institute for Urban Affairs
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Howard University

Ms. Deloris Brandon
Program Assistant
Institute for Urban Affairs
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Howard University

Dr. Mary S. Harper
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Dr. Lawrence E. Gary
Director,
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Mr. Earl Ward
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Dr. Ella White
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Dr. Leo Hendricks
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Instructors

Dr. Samuel Gough
Howard University

Ms. Diane R. Brown
Senior Research Associate
Institute for Urban Affairs
and Research
Howard University

Practicum Agency Visits

Practicum Description

In addition to the course sessions, participants will also have the opportunity to visit and consult with a variety of research centers and institutes, private agencies, Black professional organizations, and governmental agencies in the Washington area. The Institute already has a working relationship with many of these organizations. Through agency contacts, and discussion with researchers and scholars in other private and public organizations, it is hoped that the trainees will gain additional insight into grantsmanship, develop meaningful information resources, and identify career possibilities for their students.

Practicum Objectives

The objectives of the practicum are:

- to introduce participants to careers in research
- to expose participants to funding and data sources
- to provide participants with an opportunity to discuss first-hand the grantsmanship process with staff of funding agencies
- to develop proposal ideas and obtain feedback from other researchers and agency staff

Practicum Visits

June 18 - 29, 1978
2:00pm - 5:00pm

MON	TUES	WED	THURS	FRI
18	19	20	21	22
National Institute of Mental Health	Library of Congress ------------ Census Bureau	Brookings Institution	Urban League ------------ Joint Center for Political Studies	Seminar on Educational Research Issues RECEPTION
25	26	27	28	29
Capitol Hill	Urban Institute ---------- National Science Foundation	National Institute of Education	Smithsonian Institute ------------ National Center for Educational Statistics	NONE

APPENDIX B

COURSE DESCRIPTION AND OUTLINES

1980

COURSE OUTLINE

MODELS AND METHODS OF SOCIAL AND BEHAVIORAL SCIENCE RESEARCH

Providing a foundation for the Grantsmanship workshop, this course presents an introduction to the major research models used in the social and behavioral sciences with an emphasis on their application to studies related to the Black experience. In particular, the course is designed to demystify the process of selecting an adequate design, and of choosing a clear, satisfactory conceptualization of the research problem.

The first part of the course will include an overview of the research design process, outlining the fundamentals of using a research model for explaining and predicting social phenomena. The assumptions underlying various models will be presented along with their implications for the selection of appropriate methodologies. Subsequent meetings will focus on the application of theory to research as elaborated upon by leading scholars in the social and behavioral sciences.

Throughout the course, participants shall be afforded the opportunity to engage in the conceptualization and design of a research process. In addition, they will participate in assessing the applications of theory to research based upon the principles presented beforehand.

Ten 3-hour sessions conducted by staff of the Mental Health Research and Development Center and by guest lecturers will include the following topics:

- The importance of social science research;
- Models for explaining social phenomena;
- Alternative scientific research designs;
- Defining the research problem statement;
- Instrument development;
- Principles of model design;
- The use and development of empirical indicators;
- Hypotheses and propositions.

Course Objectives

As stated in the course description, this workshop is designed to introduce participants to the major models of research employed in the social and behavioral sciences. The specific objectives are as follows:

1. To enhance participant skills in conceptualizing and defining research problems.
2. To expose participants to research approaches in diverse disciplinary areas.
3. To provide participants with a framework for the selection of research models most appropriately suited to specific research problems.
4. To demystify the process of devising satisfactory methodologies.
5. To equip participants with background knowledge helpful in preparing proposals.
6. To assist participants in extending their network of professional contacts.

COURSE INSTRUCTORS

Dr. Elijah Anderson
University of Pennsylvania

Dr. W. Curtis Banks
Educational Testing Service

Dr. Robert Davis
North Carolina A & T State
University

Dr. Lawrence E. Gary
Howard University

Mr. Charles Harris
Howard University

Dr. Faustine Jones
Howard University

Dr. Hariette McAdoo
Howard University

Dr. Leo Hendricks
Howard University

Dr. Bogart Leashore
Howard University

Dr. Walter Wallace
Princeton University

Dr. Hilbourne Watson
Howard University

Dr. Michael Winston
Howard University

MODELS AND METHODS IN THE SOCIAL AND BEHAVIORAL SCIENCES
June 2-13, 1980

MONDAY, JUNE 2, 1980

9:30 AM - 10:30 AM	ORIENTATION	Dr. Lawrence E. Gary Director, IUAR Howard University
	PROJECT OVERVIEW	Ms. Diane R. Brown IUAR, Howard University
10:45 AM - 11:30 AM	THE IMPORTANCE AND UTILITY OF RESEARCH	Dr. Lawrence E. Gary
11:30 AM - 12:00 PM	OVERVIEW OF THE RESEARCH PROCESS	Dr. Lawrence E. Gary

TUESDAY, JUNE 3, 1980

9:30 AM - 12:30 PM	EXPLAINING SOCIAL PHENOMENA	Dr. Walter Wallace Princeton University

WEDNESDAY, JUNE 4, 1980

9:30 AM - 12:30 PM	DESIGNING SCIENTIFIC RESEARCH	Dr. Walter Wallace

THURSDAY, JUNE 5, 1980

9:30 AM - 12:30 PM	DESIGNING SCIENTIFIC RESEARCH	Dr. Walter Wallace

FRIDAY, JUNE 6, 1980

9:30 AM - 12:30 PM	APPLICATION OF THEORY TO RESEARCH: AN ETHNOGRAPHIC RESEARCH MODEL	Dr. Edmond Gordon Yale University

MONDAY, JUNE 9, 1980

9:30 AM - 12:30 PM	APPLICATION OF THEORY TO RESEARCH: EDUCATIONAL MODEL	Dr. Sylvia Johnson Howard University

TUESDAY, JUNE 10, 1980

9:30 AM - 12:30 PM	APPLICATION OF THEORY TO RESEARCH: A PSYCHOLOGICAL MODEL	Dr. Curtis Banks Educational Testing Service

WEDNESDAY, JUNE 11, 1980

9:30 AM - 12:30 PM	APPLICATION OF THEORY TO RESEARCH: SOCIOLOGICAL MODEL	Dr. Robert Davis North Carolina A & T State University

THURSDAY, JUNE 12, 1980

9:30 AM - 11:00 AM	APPLICATION OF THEORY TO RESEARCH: SOCIOLOGICAL MODEL	Dr. Bart Landry University of Maryland
11:15 AM - 12:30 PM	APPLICATION OF THEORY TO RESEARCH: SOCIAL SERVICE MODEL	Dr. Leo Hendricks IUAR, Howard University

FRIDAY, JUNE 13, 1980

9:30 AM - 10:30 AM	COURSE EVALUATION	Staff
	CONTINUING TECHNICAL ASSISTANCE	
11:00 AM - 12:30 PM	GENERATING RESEARCHABLE ISSUES	Dr. Mary Harper White House Conference on Aging

COURSE OUTLINE

COMPUTER UTILIZATION IN THE SOCIAL AND BEHAVIORAL SCIENCES

This course will provide an introduction to the utilization of the computer as a data processing and analysis tool in the social and behavioral sciences. The course will provide instruction on basic statistical measures used in computer-aided research, the preparation and quantification of survey data, the use of statistical programming packages, and will especially emphasize practical experience in using the computer for research.

The initial session of the course will offer an overview of data processing technology and basic computer concepts. The course will then present a brief refresher or review of basic statistics used in the social and behavioral sciences such as measures of central tendency, association and variability. Subsequent sessions will discuss the codification of data and provide participants with the experience of establishing a machine-able data set. Instruction will also be given in the use of one of the statistical programming packages, specifically SPSS. Participants will also have the opportunity to use the computer to assist in analyzing data for a researchable question developed in the Models and Methods workshop.

The remaining session of the workshop will include the use of terminals, the concept of time-sharing, a discussion of mini-computers, and the use of other programming languages and programming packages.

Course Objectives

The overall goal of this course is to improve the data processing skills of the participants. The specific objectives are as follows:

1. To acquaint participants with the uses of the computer in an academic setting.

2. To provide basic guidelines for the preparation and organization of a machine readable data set.

3. To equip participants with a working knowledge of a statistical programming package, specifically SPSS.

4. To enhance participants' capability to read and interpret statistical results from computer printouts specifically with regard to:

    a) frequency distributions
    b) crosstabulations
    c) regression analysis
    d) factor analysis

Course Instructors

Ms. Diane R. Brown
Mental Health Research and
Development Center
Howard University

Dr. Norris Haynes
Social Systems Development Institute
Washington, D.C.

Dr. Sylvia Johnson
School of Education
Howard University

Dr. Jagir Singh
Mental Health Research and
Development Center
Howard University

COMPUTER UTILIZATION IN THE SOCIAL AND BEHAVIORAL SCIENCES

June 2-13, 1980

MONDAY, JUNE 2, 1980

2:00 PM - 5:00 PM	COURSE OVERVIEW	Dr. Norris Haynes
Room 320 Holy Cross Hall Dunbarton Campus	FILM: INTRODUCTION TO COMPUTERS AND THEIR USAGES	
	TOUR OF IUAR FACILITIES	
	REFRESHMENTS	

TUESDAY, JUNE 3, 1980

2:00 PM - 5:00 PM	REVIEW OF STATISTICS AND DATA LEVELS	Dr. Jagir Singh IUAR, Howard University

WEDNESDAY, JUNE 4, 1980

2:00 PM - 5:00 PM	PREPARATION OF DATA FOR COMPUTER USAGE	Dr. Norris Haynes
	Data mediums File structure Record structure Coding process	
	INTRODUCTION TO SPSS	

THURSDAY, JUNE 5, 1980

2:00 PM - 5:00 PM	SPSS PRACTICUM	Dr. Norris Haynes Dr. Jagir Singh

FRIDAY, JUNE 6, 1980

2:00 PM - 5:00 PM	SPSS PRACTICUM	Dr. Norris Haynes Dr. Jagir Singh
	(Weekend assignment-data lab hours posted)	

MONDAY, JUNE 9, 1980

2:00 PM - 5:00 PM	SPSS PRACTICUM	Dr. Norris Haynes Dr. Jagir Singh

TUESDAY, JUNE 10, 1980

2:00 PM - 5:00 PM	TIME SHARING SYSTEMS AND THE USE OF TERMINALS	Dr. Chuck Moore Howard University Computer Center Ms. Diane R. Brown IUAR, Howard University

WEDNESDAY, JUNE 11, 1980

2:00 PM - 5:00 PM	SPSS PRACTICUM	Dr. Sylvia Johnson Howard University
	VALIDATING A THEORY	

THURSDAY, JUNE 12, 1980

2:00 PM - 5:00 PM	SPSS PRACTICUM	Dr. Sylvia Johnson
	VALIDATING A THEORY	

FRIDAY, JUNE 13, 1980

2:00 PM - 5:00 PM	REVIEW	
	COMPLETION OF ASSIGNMENTS	
	COURSE EVALUATION	
7:00 PM - 11:00 PM	IUAR CLOSING BANQUET Harambee House	

COURSE OUTLINE

GRANTSMANSHIP

Course Description

Designed to improve participants' skills in the area of program planning and proposal development, the grantsmanship workshop will encompass the theory and application of principles related to the development of fundable program packages. The course content will cover the fundamentals of proposal-writing including "what to do", "how to do it", and "why you do it". Specifically, the instruction will be geared toward structuring proposals for soliciting funds from private (foundations, industry) and public (federal, state and local government) sources on a grant basis.

The workshop is based on the assumption that there is no special mystique centered around effective grantsmanship capabilities and that anyone with a good, reasonably well thought out idea and average writing skills can do a successful job of preparing a funding application. There are, however, some basic procedures common to successful documents that can be profitably adopted to improve one's proposal development skills. This workshop is intended to share some of these techniques.

Structured as a work-training seminar, the ten-day session will utilize a combination of approaches including lectures, reading assignments, small group tasks, a mock proposal review and role-playing situations. The workshop will be conducted by the staff of the Mental Health Research and

Development Center, and will also include guest speakers who bring expertise in a number of related areas.

Among the topics to be covered in the workshop are the following:

- o The importance of grantsmanship and its terminology
- o Planning for the proposal development process
- o The structure and content of a good proposal
- o The development of fundable ideas
- o Identification of potential funding sources
- o Information searches and resources
- o Budget preparation
- o Project evaluation techniques
- o The development of a capability statement
- o The use of consultants
- o Criteria for proposal assessment
- o Understanding the proposal review process
- o The politics of grantsmanship
- o Strategies for marketing and negotiating a proposal
- o The importance of establishing a network
- o Recycling rejected proposals

Course Objectives

As stated in the course description, the purpose of this workshop is to develop and improve the grantsmanship skills of participants. The specific objectives are:

1. To familiarize participants with the grantsmanship terminology, structure, content and process.

2. To provide participants with a variety of resources for proposal-writing, such as a bibliography, workbook and information sources.

3. To identify potential sources of funding for participants' projects.

4. To acquaint participants with information on why proposals are rejected.

5. To show participants how to write goals and objectives.

6. To expose participants to a variety of proposal formats.

7. To provide participants with an understanding of the major components of a well written proposal.

8. To teach participants how to write clear and concise problem statements.

9. To impart to participants techniques for utilizing institutional sources in the development of proposals.

10. To familiarize participants with the proposal review process and the politics of grantsmanship.

11. To teach the participants how to construct an appropriate budget for a proposal.

12. To identify the essentials of good public replations and audio visual techniques for use in proposal preparation.

13. To impart to participants the techniques used in marketing and negotiating a proposal as well as hiring a consultant.

Instructors

Dr. Alvis Adair, Associate Professor
School of Social Work
Howard University

Ms. Lula Beatty, Research Associate
Mental Health Research and Development Center
Howard University

Ms. Eva Bell, Assistant Director
Institute for Urban Affairs and Research
Howard University

Ms. Diane R. Brown
Senior Research Associate
Mental Health Research and Development Center
Howard University

Dr. Lawrence E. Gary, Director
Institute for Urban Affairs and Research
Howard University

Ms. Cleopatra Howard
Research Associate
Mental Health Research and Development Center
Howard University

Dr. Sol Jacobson
Associate Director
Institute for the Study of Human Systems, Inc.

Dr. Bogart Leashore
Research Associate
Mental Health Research and Development Center

Dr. Quentin Newhouse
Research Associate
Mental Health Research and Development Center
Howard University

Dr. Dalmas Taylor, Professor
Department of Psychology
University of Maryland

Mr. Vernon Thompson
Research Associate
Mental Health Research and Development Center
Howard University

GRANTSMANSHIP WORKSHOP
June 16-27, 1980

MONDAY, JUNE 16, 1980

9:30 AM - 10:00 AM	ORIENTATION	Dr. Lawrence E. Gary
10:00 AM - 12:30 PM	THE ART OF GRANTSMANSHIP	Dr. Lawrence E. Gary
	ASSESSMENT OF GRANTSMANSHIP KNOWLEDGE	
	TYPES OF PROPOSALS	

TUESDAY, JUNE 17, 1980

9:30 AM - 10:45 AM	ORGANIZING FOR PROPOSAL DEVELOPMENT	Dr. Sol Jacobson
11:00 AM - 12:30 PM	IDEA DEVELOPMENT AND THE PROSPECTUS	Dr. Sol Jacobson
	CONTENTS OF A GOOD PROPOSAL	Dr. Sol Jacobson

WEDNESDAY, JUNE 18, 1980

9:30 AM - 11:00 AM	THE PROBLEM STATEMENT	Dr. Lawrence E. Gary
11:15 AM - 12:30 PM	DEFINING GOALS AND OBJECTIVES	

THURSDAY, JUNE 19, 1980

9:30 AM - 11:30 PM	THE APPROACH	Dr. Sol Jacobson
11:00 AM - 12:30 PM	PRACTICUM ASSIGNMENTS - WORKGROUPS	

FRIDAY, JUNE 20, 1980

9:30 AM - 11:00 AM	INFORMATION SEARCHES	Dr. Elvalee Banks
11:00 AM - 12:30 PM	WORKGROUP MEETINGS	Staff

MONDAY, JUNE 23, 1980

9:30 AM - 10:30 AM	EVALUATION	Dr. Alvis Adair
10:45 AM - 11:45 AM	SERVICE, TRAINING AND DEMONSTRATION PROPOSALS	Dr. Alvis Adair
11:45 AM - 12:30 PM	WORKGROUP MEETINGS	

TUESDAY, JUNE 24, 1980

9:30 AM - 10:45 AM	ORGANIZATION AND STAFFING	Dr. Lawrence E. Gary
11:00 AM - 12:30 PM	BUDGETING	Ms. Eva M. Bell

WEDNESDAY, JUNE 25, 1980

9:30 AM - 11:00 AM	FUNDING IDENTIFICATION: PUBLIC SOURCES PRIVATE SOURCES	*Guest Panelists
11:00 AM - 12:30 PM	WORKGROUP MEETINGS	

THURSDAY, JUNE 26, 1980

9:30 AM - 12:30 PM	MOCK PROPOSAL REVIEW	*Guest Panelists
2:00 PM - 5:00 PM	GROUP CONSULTATION	Dr. Dalmas Taylor Dr. Philip Friedman

FRIDAY, JUNE 27, 1980

9:30 AM - 11:00 AM	WORKGROUP PRESENTATIONS	
11:00 AM - 12:00 PM	THE POLITICS OF GRANTSMANSHIP NETWORKING AND MARKETING THE PROPOSAL	Dr. Lawrence E. Gary
12:00 PM - 12:30 PM	TECHNICAL ASSISTANCE	

*See following page for listing of guest panelists.

PANELISTS FOR FUNDING IDENTIFICATION
Wednesday, June 25, 1980

Ms. Shirley Bagley	National Institute on Aging
Dr. Laurabeth Hicks	Office of Education
Mr. Phillip Channing	National Endowment for the Humanities

PANELISTS FOR MOCK PROPOSAL REVIEW SESSION
Thursday, June 26, 1980

Ms. Sharon Artis	National Institute of Education
Dr. Warren Ashe	Howard University
Ms. Felicia Caplan	Fund for the Improvement of Post-Secondary Education
Dr. Ruth Dennis	Meharry Medical College
Dr. James Early	National Endowment for the Humanities
Dr. Charles Goolsby	Howard University
Dr. Alan Leshner	National Science Foundation
Dr. Claiborne Richardson	National Institute of Education

PRACTICUM-AGENCY VISITS

Practicum Description

In conjunction with the Grantsmanship workshop, participants will have the opportunity to visit a variety of research centers and institutes, private agencies, Black professional organizations and governmental agencies located in the Washington, D.C. area. These visits are primarily planned to provide a forum for workshop participants to meet and interact with representatives from these organizations. Thus, participants may obtain first-hand information regarding funding opportunities, the funding process and agency program priorities. In addition, participants will meet with many researchers and scholars, develop meaningful information resources, identify career possibilities for their students as well as expand their own professional networks.

Practicum Objectives

The objectives of the practicum agency visits are as follows:

1) To expose participants to funding and data sources.

2) To provide participants with an opportunity to review the grantsmanship process with staff members from the funding agencies.

3) To allow participants to obtain feedback on their proposed ideas from other researchers and agency staff.

4) To introduce participants to careers in research.

SITE VISITS

JUNE 16, 1980
National Center for Health Statistics
3700 East-West Highway
Room 1-57
Hyattsville, Maryland

JUNE 17, 1980
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland

JUNE 18, 1980
National Science Foundation
1800 G Street, N.W.
Washington, D.C.

JUNE 19, 1980
Bureau of the Census
U.S. Department of Commerce
Silver Hill Road
(Building #3, Room 2089)
Suitland, Maryland

JUNE 23, 1980
National Center for Educational Statistics
3700 East-West Highway
Room 1-57
Hyattsville, Maryland

JUNE 24, 1980
National Urban League, Research Division
733 15th Street, N.W.
Washington, D.C.

JUNE 24, 1980
Joint Center for Political Studies
1426 H Street, N.W.
Washington, D.C.

JUNE 25, 1980
National Institute of Education
1200 19th Street, N.W.
Washington, D.C.

APPENDIX C

COURSE DESCRIPTIONS AND OUTLINES

1981

COURSE OUTLINE

MODELS AND METHODS OF SOCIAL AND BEHAVIORAL SCIENCE RESEARCH

Providing a foundation for the Grantsmanship workshop, this course presents an introduction to the major research models used in the social and behavioral sciences with an emphasis on their application to studies related to the Black experience. In particular, the course is designed to demystify the process of selecting an adequate design, and of choosing a clear, satisfactory conceptualization of the research problem.

The first part of the course will include an overview of the research design process, outlining the fundamentals of using a research model for explaining and predicting social phenomena. The assumptions underlying various models will be presented along with their implications for the selection of appropriate methodologies. Subsequent meetings will focus on the application of theory to research as elaborated upon by leading scholars in the social and behavioral sciences.

Throughout the course, participants shall be afforded the opportunity to engage in the conceptualization and design of a research process. In addition, they will participate in assessing the applications of theory to research based upon the principles presented beforehand.

Ten 3-hour sessions conducted by staff of the Mental Health Research and Development Center and by guest lecturers will include the following topics:

- The importance of social science research;
- Models for explaining social phenomena;
- Alternative scientific research designs;
- Defining the research problem statement;
- Instrument development;
- Principles of model design;
- The use and development of empirical indicators;
- Hypotheses and propositions.

COURSE OBJECTIVES

As stated in the course description, this workshop is designed to introduce participants to the major models of research employed in the social and behavioral sciences. The specific objectives are as follows:

1. To enhance participant skills in conceptualizing and defining research problems.
2. To expose participants to research approaches in diverse disciplinary areas.
3. To provide participants with a framework for the selection of research models most appropriately suited to specific research problems.
4. To demystify the process of devising satisfactory methodologies.
5. To equip participants with background knowledge helpful in preparing proposals.
6. To assist participants in extending their network of professional contacts.

Course Instructors

Dr. W. Curtis Banks
Educational Testing Service

Dr. Robert Davis
North Carolina A & T State University

Dr. Lawrence E. Gary
Howard University

Dr. Edmond Gordon
Yale University

Dr. Mary Harper
White House Conference on Aging

Dr. Sylvia Johnson
Howard University

Dr. Bart Landry
University of Maryland

Dr. Walter Wallace
Princeton University

MODELS AND METHODS OF SOCIAL AND BEHAVIORAL SCIENCE RESEARCH

June 1-12, 1981

MONDAY, JUNE 1, 1981

9:00 a.m. - 9:30 a.m.	REGISTRATION AND ORIENTATION	Staff Blackburn Center
9:45 a.m. - 10:45 a.m.	OPENING SESSION	Staff
11:00 a.m. - 12:00 p.m.	THE IMPORTANCE AND UTILITY OF RESEARCH	Dr. Lawrence E. Gary Howard University

TUESDAY, JUNE 2, 1981

9:00 a.m. - 12:00 p.m.	PROCEDURES OF SCIENTIFIC SOCIAL RESEARCH	Dr. Walter Wallace Princeton University

WEDNESDAY, JUNE 3, 1981

9:00 a.m. - 12:00 p.m.	DESCRIBING, EXPLAINING AND CONTROLLING SOCIAL PHENOMENA	Dr. Walter Wallace Princeton University

THURSDAY, JUNE 4, 1981

9:00 a.m. - 12:00 p.m.	EXPLAINING SOCIAL PHENOMENA: A NON-TRADITIONAL PERSEPCTIVE	Dr. Hilbourne Watson Howard University

FRIDAY, JUNE 5, 1981

9:00 a.m. - 12:00 p.m.	APPLICATION OF THEORY TO RESEARCH: A SOCIAL SCIENCE MODEL	Dr. Hariette McAdoo Columbia Research Systems, Inc.

MONDAY, JUNE 8, 1981

9:00 a.m. - 12:00 p.m.	APPLICATION OF THEORY TO RESEARCH: A PSYCHOLOGICAL MODEL	Dr. Curtis Banks Educational Testing Service

TUESDAY, JUNE 9, 1981

9:00 a.m. - 12:00 p.m.	APPLICATION OF THEORY TO RESEARCH: A SOCIOLOGICAL MODEL	Dr. Robert Davis North Carolina A & T

WEDNESDAY, JUNE 10, 1981

9:00 a.m. - 12:00 p.m.	APPLICATION OF THEORY TO RESEARCH: AN ETHNOGRAPHIC MODEL	Dr. Elijah Anderson University of Pennsylvania

THURSDAY, JUNE 11, 1981

9:00 a.m. - 12:00 p.m.	RESEARCH PROJECTS AT THE MENTAL HEALTH RESEARCH & DEVELOPMENT CENTER	Dr. Bogart Leashore Dr. Leo Hendricks MHR&DC, Howard Univ.

FRIDAY, JUNE 12, 1981

9:00 a.m. - 10:45 a.m.	PUBLISHING RESEARCH FINDINGS	Dr. Faustine Jones Mr. Charles Harris Howard University
11:00 a.m. - 12:00 p.m.	RESEARCH RESOURCES AT THE MOORLAND SPINGARN RESEARCH CENTER	Dr. Michael Winston Howard University
12:00 p.m. - 12:15 p.m.	COURSE EVALUATION	Staff

COURSE OUTLINE

COMPUTER UTILIZATION IN THE SOCIAL AND BEHAVIORAL SCIENCES

This course will provide an introduction to the utilization of the computer as a data processing and analysis tool in the social and behavioral sciences. The course will provide instruction on basic statistical measures used in computer-aided research, the preparation and quantification of survey data, the use of statistical programming packages, and will especially emphasize practical experience in using the computer for research.

The initial session of the course will offer an overview of data processing technology and basic computer concepts. The course will then present a brief refresher or review of basic statisics used in the social and behavioral sciences such as measures of central tendency, association and variability. Subsequent sessions will discuss the codification of data and provide participants with the experience of establishing a machine-readable data set. Instruction will also be given in the use of one of the statistical programming packages, specifically SPSS. Participants will also have the opportunity to use the computer to assist in analyzing data for a researchable question developed in the Models and Methods workshop.

COURSE OBJECTIVES

The overall goal of this course is to improve the data processing skills of the participants. The specific objectives are as follows:

1. To acquaint participants with the uses of the computer in an academic setting.

2. To provide basic guidelines for the preparation and organization of a machine-readable data set.

3. To equip participants with a working knowledge of a statistical programming package, specifically SPSS.

4. To enhance participants' capability to read and interpret statistical results from computer printouts.

COURSE INSTRUCTORS

Dr. Ronald L. Braithwaite
Associate Director and Director of Research
Institute for Urban Affairs and Research
Howard University

Dr. Sylvia Johnson
Professor
School of Education
Howard University

Dr. Chuck Moore

Dr. Jagir Singh
Research Associate
Institute for Urban Affairs and Research
Howard University

COMPUTER UTILIZATION IN THE SOCIAL AND BEHAVIORAL SCIENCES

June 1-12, 1981

MONDAY, JUNE 1, 1981

2:00 p.m. - 4:00 p.m.	OVERVIEW OF THE COURSE	Dr. Ronald Braithwaite Howard University
	INFORMAL NEEDS ASSESSMENT	Dr. Jagir Singh Howard University
	INTRODUCTION TO COMPUTER SYSTEMS	

TUESDAY, JUNE 2, 1981

2:00 p.m. - 5:00 p.m.	LEVELS OF MEASUREMENT	Dr. Ronald Braithwaite
	REVIEW OF STATISTICS	Dr. Jagir Singh

WEDNESDAY, JUNE 3, 1981

2:00 p.m. - 5:00 p.m.	PREPARATION OF DATA FOR COMPUTER USAGE	Dr. Ronald Braithwaite Dr. Jagir Singh
	SPSS PRACTICUM	

THURSDAY, JUNE 4, 1981

2:00 p.m. - 5:00 p.m.	SPSS PRACTICUM	Dr. Ronald Braithwaite Dr. Jagir Singh

FRIDAY, JUNE 5, 1981

2:00 p.m. - 5:00 p.m.	WORKGROUPS	Dr. Ronald Braithwaite

MONDAY, JUNE 8, 1981

2:00 p.m. - 5:00 p.m.	FACTOR ANALYSIS AND SPSS PRACTICUM	Dr. Sylvia Johnson Howard University

TUESDAY, JUNE 9, 1981

2:00 p.m. - 5:00 p.m.	REGRESSION AND CORRELATION	Dr. Ronald Braithwaite Dr. Jagir Singh
	LINEAR RELATIONSHIPS	

WEDNESDAY, JUNE 10, 1981

2:00 p.m. - 5:00 p.m.	FACTOR ANALYSIS AND SPSS PRACTICUM	Dr. Sylvia Johnson

THURSDAY, JUNE 11, 1981

2:00 p.m. - 5:00 p.m.	DATA MODIFICATION AND ANALYSIS INTERPRETATIONS	Dr. Ronald Braithwaite Dr. Jagir Singh

FRIDAY, JUNE 12, 1981

2:00 p.m. - 5:00 p.m.	GROUP PRESENTATIONS	Dr. Ronald Braithwaite Dr. Jagir Singh
	COURSE EVALUATION	

GRANTSMANSHIP WORKSHOP

June 15-26, 1981

MONDAY, JUNE 15, 1981

9:00 a.m. - 10:00 a.m.	REGISTRATION AND ORIENTATION	Staff
10:15 a.m. - 12:15 p.m.	THE ART OF GRANTSMANSHIP	Dr. Lawrence E. Gary Howard University
	ASSESSMENT OF GRANTSMANSHIP KNOWLEDGE	

TUESDAY, JUNE 16, 1981

9:00 a.m. - 10:30 a.m.	TYPES OF PROPOSALS	Dr. Lawrence E. Gary
	ORGANIZING FOR PROPOSAL DEVELOPMENT	
10:45 a.m. - 12:00 p.m.	PRACTICUM ASSIGNMENTS: WORKGROUPS	Staff

WEDNESDAY, JUNE 17, 1981

9:00 a.m. - 10:00 a.m.	CONTENT OF A GOOD PROPOSAL	Dr. Ronald Braithwaite Howard University
10:00 a.m. - 12:00 p.m.	PRACTICUM ASSIGNMENTS: WORKGROUPS	Staff

THURSDAY, JUNE 18, 1981

9:00 a.m. - 12:00 p.m.	INFORMATION SEARCHES	Staff

FRIDAY, JUNE 19, 1981

9:00 a.m. - 9:30 a.m.	ORGANIZATION & STAFFING	Dr. Lawrence E. Gary
9:30 a.m. - 10:30 a.m.	THE BUDGET	Ms. Eva M. Bell Howard University
10:45 a.m. - 12:00 p.m.	PRACTICUM ASSIGNMENTS: WORKGROUPS	Staff

MONDAY, JUNE 22, 1981

2:00 p.m. - 5:00 p.m.	PRACTICUM ASSIGNMENTS: WORKGROUPS	Staff

TUESDAY, JUNE 23, 1981

9:00 a.m. - 10:45 a.m.	IN CLASS PRESENTATION (BUREAU OF THE CENSUS)	Agency Staff
11:00 a.m. - 12:00 p.m.	IN CLASS PRESENTATION (NATIONAL ENDOWMENT FOR THE HUMANITIES)	Agency Staff
1:00 p.m. - 2:00 p.m.	PROPOSAL EVALUATION	Dr. Elsie Scott Howard University
2:00 p.m. - 5:00 p.m.	CONSULTATION AND TECHNICAL ASSISTANCE	Consultants

WEDNESDAY, JUNE 24, 1981

9:00 a.m. - 12:00 p.m.	MOCK PROPOSAL REVIEW	Consultants

THURSDAY, JUNE 25, 1981

9:00 a.m. - 12:00 p.m.	WORKGROUP MEETINGS	Staff

FRIDAY, JUNE 26, 1981

9:00 a.m. - 11:30 a.m.	WORKGROUP PRESENTATIONS	Participants
11:30 a.m. - 12:00 p.m.	WORKSHOP EVALUATION	Staff

APPENDIX D

ACADEMIC ADVISORY COMMITTEES

1979-1981

Academic Advisory Committee Members
1978-79

Dr. Ducarmel Bocage, Chairperson
Social Sciences Department
Howard University

Dr. Cleveland Chandler, Chairperson
Economics Department
Howard University

Dr. Ralph Gomes
Department of Sociology
Howard University

Dr. Sylvia Johnson
School of Education
Howard University

Dr. Albert Roberts, Acting Chairperson
Department of Psychology
Howard University

Dr. Nikolcas Stavrou
Department of Political Science
Howard University

Dr. Arnold Taylor
Department of History
Howard University

Institute staff:

Institute for Urban Affairs and Research

Faculty Advisory Committee
1979 - 1980

Dr. Ducarmel Bocage
Chairperson
Social Sciences Department
Howard University
Washington, D.C. 20059
636-6820

Dr. O. Jackson Cole
School of Human Ecology
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Washington, D.C. 20059
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Dr. Cleveland A. Chandler
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Institute for Urban Affairs and Research

Faculty Advisory Committee

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Dr. Bonnie J. Gillespie
Chairperson
Urban Studies Department
Howard University
Washington, D.C. 20059

APPENDIX E

Comprehensive List of Presenters

Computer Utilization

Dr. Ronald L. Braithwaite 1981
Howard University

Ms. Diane Brown 1979-80
Howard University

Dr. Norris Haynes 1980
Social Systems Development, Inc.

Dr. Ron Manuel 1979
Howard University

Dr. Sylvia Johnson 1980-81
Howard University

Dr. Robert Lightbourne 1979
Howard University

Dr. Chuck Moore 1980
Howard University

Dr. Jagir Singh 1980
Howard University

Ms. Rita Foy 1979
Howard University

Grantsmanship

Dr. Alvis Adair 1980
Howard University

Ms. Eva Bell 1979-81
Howard University

Ms. Deloris Brandon 1979
Howard University

Dr. Ronald Braithwaite 1980
Howard University

Ms. Diane R. Brown 1979-80
Howard University

Ms. Lula Beatty-Thornton 1980-81
Howard University

Dr. Lawrence E. Gary 1979-81
Howard University

Dr. Mary S. Harper 1979
White House Office on Aging

Ms. Cleopatra Howard 1980
Howard University

Dr. Sol Jacobson 1980
Institute for the Study of
Human Systems

Dr. Earl Ward 1979
Private Consultant

Dr. Leo Hendricks 1979
Howard University

Dr. Bogart Leashore 1980
Howard University

Dr. Quentin Newhouse 1980
Howard University

Dr. Carolyn Stroman 1981
Howard University

Dr. Elsie Scott 1981
Howard University

Dr. Spencer Holland 1981
Howard University

Dr. Dalmus Taylor 1980-81
University of Maryland

Dr. Phillip Friedman 1980
Howard University

Dr. Ella White 1979
Howard University

Mr. Vernon Thompson 1981
Howard University

Comprehensive List
of
Presenters for
1979-1981

Models and Methods of Behavioral Science Research

Dr. Elijah Anderson 1980
University of Pennsylvania

Dr. Curtis W. Banks 1980
Educational Testing Service

Dr. Robert Davis 1979-81
North Carolina A & T Univ.

Dr. Lawrence Gary 1979-81
Howard University

Dr. Edmond Gordon 1980
Yale University

Dr. Charles Harris 1981
Howard University

Dr. Mary Harper 1979-80
White House Conference on Aging

Dr. Roosevelt Johnson 1979
Univ. of the District of Columbia

Dr. Sylvia Johnson 1980
Howard University

Dr. Faustine Jones 1981
Howard University

Dr. Bart Landry 1980
University of Maryland

Dr. Michael Lewis 1979
Howard University

Dr. Leo Hendricks 1981
Howard University

Dr. Bogart R. Leashore 1981
Howard University

Dr. Robert Lightbourne 1979
Howard University

Dr. Hariette McAdoo 1979 & 1981
Howard University

Dr. Walter Wallace 1979-81
Princeton Univ.

Dr. Helbourn Watson 1981
Howard University

Dr. Michael Winston 1981
Howard University

Dr. Frank Yates 1979
University of Michigan

Dr. Lennox Yearwood 1979
Howard University

Dr. James Savage 1979
Howard University

APPENDIX F

FACULTY RESEARCH DEVELOPMENT WORKSHOP PARTICIPANTS

1979-1981

FACULTY RESEARCH DEVELOPMENT WORKSHOP PARTICIPANTS
1979

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Arrington, Jeanatte	Howard University	DC	F	B.A.	Sociology	II
Asfaw, Fisaha	Benedict College	SC	M	Ph.D.	Sociology	I
Barnett, Dorothy	NC A & T Univ.	NC	F	Ed.D.	Education	II
Brewton, Haskell	Hampton Inst.	VA	M	MSW	Social Wk.	I
Butler, Tony	Howard University	DC	M	MA	Education	II
Chamber, John	Howard University	DC	M	Ph.D.	Psychology	I, II
Clark, Sanza	Howard University	DC	F	MA	Afri Stud.	II
Cole, Delores	Howard University	DC	F	B.S.	Management	II
Davis, Mattie	Allen University	SC	F	Ph.D.	Counseling	II
Fenton, Olga	University of DC	DC	F	MSW	Social Wk.	I
Harris, Yusef	Peabody-Vanderbill	TN	M	MA	Psychology	I
Harrison, Darryll	Meharry Medical Col.	TN	M	MA	Psychology	II
Harvey, Richard	Howard University	DC	M	MSW	Social Wk.	II
Jones, Claudia	Spelman College	GA	F	MA	Psychology	II
Ley, Tom	Howard University	DC	M	MA	Psychology	I, II
Maish, Kemba	Howard University	DC	F	Ph.D.	Psychology	I, II
Martin, Ila	VA Commonwealth	VA	F	Ed.D.	Education	I, II
Matthews, Patricia	Norfolk State Col.	VA	F	MSW	Social Wk.	I
Morgan, Neville	Kentucky State U.	KY	M	MA	Sociology	II
Ngwa, Jacob	Howard University	DC	M	MA	Poli. Sci.	II
Nix, Charles	Jarvis Christian	TX	M	Ed.D.	Education	I, II
Perotte, Ronald	Huston-Tillotson	TX	M	Ph.D.	Education	II

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Prater, Gwendolyn	Jackson State U.	MS	F	DSW	Social Wk.	I
Sands, Bruce	Norfolk State U.	VA	M	MSW	Social Wk.	I
Saulniers, Suzanne	Huston-Tillotson	TX	F	Ph.D.	Sociology	I, II
Snyder, D.S.	Bowie State Col.	MD	M	Ph.D.	Sociology	I
Tillman, Joan	University of DC	DC	F	MA	Education	I, II
Watson, Ina	St. Louis Com. Col.	MO	F	MA	Afro-Amer Studies	I

FACULTY RESEARCH DEVELOPMENT WORKSHOPS PARTICIPANTS

1980

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Alexander, Livingston	Western Kentucky U	KY	M	Ph.D.	Psychology	I, II
Anthony, Joseph	Central State U	OH	M	M.A.	Education	I
Asfaw, Fisaha	Benedict College	SC	M	Ph.D.	Sociology	II
Baker, Robenia	University of D.C.	DC	F	M.S.W.	Social Wk.	I
Brown, Gwendolyn	Howard University	DC	F	B.A.	Biology	I, II
Bryant, Flora	Howard University	DC	F	Ph.D.	Social Wk.	I, II
Cover, Pearline	Tuskegee Institute	AL	F	M.B.A.	Business	I, II
Cox, Robert	Shelby State Com. C	TN	M	M.S.	Psychology	I, II
Durham, Katherine	Meharry Medical C	TN	F	Ph.D.	Sociology	II
Everson, Ruth	Morris College	SC	F	M.A.	Sociology	I, II
Ezeagu, Martin	Morgan State U	MD	M	M.A.	Business	II
Gorum, Jacqueline	Jackson State U	MS	F	M.S.W.	Social Wk.	II
Gray, Beverly	N.Y. Medical C	NY	F	M.A.	Psychology	II
Grisby, Eugene	Tennessee State U	TN	M	Ph.D.	Sociology	I
Hankins, Velma	Miss. Valley State	MS	F	M.S.W.	Social Wk.	I, II
Hart, Maureen	Meharry Medical C	TN	F	Ph.D.	Sociology	II
Hendrix, Beverly	U of New Orleans	LA	F	Ph.D.	Sociology	I, II
Love, Oscar	Jackson State U	MS	M	Ph.D.	Education	I
Morgan, Neville	Kentucky State U	KY	M	M.A.	Sociology	I
Price, Hollis	Atlanta U	GA	M	Ph.D.	Economics	I
Morse, Roberta	Hampton Institute	VA	F	Ph.D.	Psychology	I, II
Prater, Gwendolyn	Jackson State U	MS	F	D.S.W.	Social Wk	II

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Ramtu, Sam	Meharry Medical C	TN	M	M.A.	Psychology	I, II
Sekhon, Harkewel	University of D.C.	DC	M	Ph.D.	Biology	II
Smith, Joy	Xavier University	LA	F	M.S.W.	Social Wk.	I, II
Thrice, Elizabeth	Le Moyne Owens	TN	F	M.S.W.	Social Wk.	I
Townes, Delcine	Bennett College	NC	F	M.S.W.	Social Wk.	I
Vandi, Abdulai	Howard University	DC	M	Ph.D.	Communica.	I, II
Vaughn, Janice	Atlanta University	GA	F	Ph.D.	Social Wk.	I, II
Whelchel, Bronel	Morgan State U	MD	M	Ph.D.	Business	II
Williams, Lillian	Howard University	DC	F	Ph.D.	History	I, II
Wingate, Rosalee	Huston-Tillotson	TX	F	Ph.D.	Sociology	I

FACULTY RESEARCH DEVELOPMENT WORKSHOP PARTICIPANTS

1981

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Anthony, Joseph	Central State Univ	OH	M	Ph.D.	Education	II
Aytch, Donald	Southern Univ	LA	M		Music	II
Bell, Marcus	Atlanta Jr. Col.	GA	M	M.A.	Education	I
Darden, Betty	Choppin State Col.	MD	F	Ph.D.	Psychology	I
Butler, Jacqueline	Howard University	DC	F	M.A.	Spec. Educ	I, II
Cunningham, Rhonda	Meharry Medical Col	TN	F	Ph.D.	Psychology	I
Gorum, Jacqueline	Howard University	DC	F	MSW	Social Wk	I
Gorum, Wendell	Maryland Univ	MD	M	Ph.D.	Communication	II
Green, Ruth	Johnson C. Smith	NC	F	Ed.D.	Education	I
Grisby, Eugene	Tennessee State U	TN	M	Ph.D.	Sociology	II
Harris, Carolyn	Choppin State Col	MD	F	MS.S	Nursing	II
Hunte, Christopher	Southern University	LA	M	Ph.D.	Social Sci	I
Johnson, Otis	Savannah State Col	GA	M	Ph.D.	Social Wel	I
Kelley, Nancy	Albany State College	GA	F	M.S.	Child Dev	I
Lindsey, Fred	Morgan State U	MD	M	Ph.D.	Poli Sci	I, II
Peaches, John F.	Rust College	MS	M	M.A.	Guidance & Counsel	II
Phillips, Glenn O.	Morgan State U	MD	M	Ph.D.	History	I, II
Rogers, Brenda G.	Atlanta University	GA	F	Ph.D.	Behav Disorder	I
Sears, Thomas	Savannah State Col	GA	M	J.D.	Law	II
Secundy, Marian G.	Howard University	DC	F	Ph.D.	Bioethics	I, II
Sims, Sandra	Spelman College	GA	F	Ph.D.	Psychology	II
Trice, Elizabeth	LeMoyne-Owen	TN	F	MSW	Social Wk	II
Washington, Daniel	Savannah State Col	GA	M	Ph.D.	Education	I

NAME	INSTITUTION	STATE	SEX	DEGREE	DISCIPLINE	SESSION
Watson, Ina N.	St. Louis Comm. Col	MO	F	M.A.	History	II
Westney, Quida	Howard University	DC	F	Ph.D.	Human Dev	I
Williams, Carmelita	Norfolk State U	VA	F	Ed.D.	Reading	I
Williams, Michael	Fisk University	TN	M	M.A.	Sociology	I, II
Williams, Vicki	FT. Valley State Col	GA	F	MSW	Social Wk	I, II
Wilson, Patricia	Bowie State College	MD	F	M.A.	Guidance & Counsel	II
Wingate, Rosalee	Huston-Tillotson	TX	F	Ph.D.	Sociology	II
Wyatt, Bert L.	U of Arkansas	AK	M	M.A.	Criminal Jus	I, II

APPENDIX G

LIST OF AGENCIES VISITED

PRACTICUM-AGENCY VISITS

Practicum Description

In conjunction with the Grantsmanship workshop, participants were given the opportunity to visit a variety of research centers and institutes, private agencies, Black professional organizations and governmental agencies located in the Washington, D.C. area. These visits were primarily planned to provide a forum for workshop participants to meet and interact with representatives from these organizations. Thus, participants obtained first-hand information regarding funding opportunities and the funding processes and agency program priorities. In addition, participants met many researchers and scholars, developed meaningful information resources, and identified career possibilities for their students as well as expanded their own professional networks.

Practicum Objectives

The objectives of the practicum agency visits were as follows:

1) to expose participants to funding and data sources,
2) to provide participants with an opportunity to review the grantsmanship process with staff members from the funding agencies,
3) to allow participants to obtain feedback on their proposed ideas from other researchers and agency staff, and
4) to introduce participants to careers in research.

Practicum Visits

June 18 - 29, 1979
2:00pm - 5:00pm

MON	TUES	WED	THURS	FRI
18	19	20	21	22
National Institute of Mental Health	Library of Congress ------------ Census Bureau	Brookings Institution	Urban League ------------ Joint Center for Political Studies	Seminar on Educational Research Issues RECEPTION
25	26	27	28	29
Capitol Hill	Urban Institute ----------- National Science Foundation	National Institute of Education	Smithsonian Institute ------------ National Center for Educational Statistics	NONE

PRACTICUM VISITS: 1980

JUNE 16, 1980
National Center for Health Statistics
3700 East-West Highway
Room 1-57
Hyattsville, Maryland

JUNE 17, 1980
National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland

JUNE 18, 1980
National Science Foundation
1800 G Street, N.W.
Washington, D.C.

JUNE 19, 1980
Bureau of the Census
U.S. Department of Commerce
Silver Hill Road
(Building #3, Room 2089)
Suitland, Maryland

JUNE 23, 1980
National Center for Educational Statistics
3700 East-West Highway
Room 1-57
Hyattsville, Maryland

JUNE 24, 1980
National Urban League, Research Division
733 15th Street, N.W.
Washington, D.C.

JUNE 24, 1980
Joint Center for Political Studies
1426 H Street, N.W.
Washington, D.C.

JUNE 25, 1980
National Institute of Education
1200 19th Street, N.W.
Washington, D.C.

PRACTICUM VISITS 1981

Agency

National Center for Health Statistics

National Institute of Education

Brookings Institute

National Urban League
Urban League Research Development

National Institute of Mental Health

National Science Foundation

U.S. Census Bureau

National Endowment for the Humanities

Department of Transportation

APPENDIX H

COMPLETED PROPOSAL APPLICATIONS
AND
ARTICLES AND PAPERS PUBLISHED OR
SUBMITTED FOR PUBLICATION BY
PARTICIPANTS

Chart I

COMPLETED PROPOSAL APPLICATIONS

NAME	INSTITUTION	TOPIC	AGENCY	FINANCIAL SUPPORT REQUESTED
Alexander, I.	Western KY. University Bowling Green, KY	Persistence and Dropout Among Black College Students	NIMH	$426,513
Hendrix, B.	University of New Orleans New Orleans, LA	Undergraduate Research Participation	NSF	22,000
Love, Oscar	Jackson State University Jackson, MS	(a) Black Student Recruitment and Retention	Not Given	
		(b) Solar Energy in Schools	Dept. of Energy	25,000
Morgan, N.	KY State University Frankfort, KY	Needs of Rural Kentucky Aged	Council on Aging (KY)	30,000
Morse, R.	Howard University Washington, D.C.	Black Test-Anxious College Students: Comparative Skills, EMG Biofeedback and Cognitive Therapy	NIMH	78,000
Nix, C.	Jarvis Christian College Hawkins, TX	Racial Consequences of Aging	Mellon Foundation	Not Given*
Saulniers, S.	Huston-Tillotson College Austin, TX	(a) Rural Primary Health Care Systems and Problems of Women as Providers: An Example from Haiti	CORI	475,000
		(b) Haitian Rural Health Care System: Its Role in Increasing Women's Participation in Rural Development	ICA	1,200
		(c) Possible Influence of Differential Occupational Status on Marital Conflict in Black Families	NSF	10,083

*Received Funding

Chart I continued

COMPLETED PROPOSAL APPLICATIONS

NAME	INSTITUTION	TOPIC	AGENCY	FINANCIAL SUPPORT REQUESTED
Saulniers, S. (continued)		(d) Acquisition and Planning Grant for Evans Industrial Building	Dept. of Interior	$ 10,000
		(e) Population Survey of Migrant and Seasonal Farm Workers in Texas	TX Dept. of Community Affairs	25,000
Tillman, J.	University of District of Columbia Washington, D.C.	(a) A Montessori Child Development Program	U.D.C. Dept. of Continuing Education	
		(b) A Montessori Child Development Laboratory Center	Dept. of Labor, D.C. Government	20,000
Watson, T.	University of Missouri S. Louis, MO	Kinloch Missouri Local Black History Project	Several agencies being considered	28,000
Whelchel, B.	Morgan State University Baltimore, MD	(a) Objective Adaptive Testing	AFOSR	10,000*
		(b) Computer Adaptive Testing	Brooks Airforce Base, TX	200,000
		(c) Computer Assisted Instruction	NIE	15,000
Wingate, R.	Huston-Tillotson College Austin, TX	(a) Raised on Welfare: A Profile	National Urban Coalition	Not Given
		(b) Honors Research Training Program	NIH	Not Given
		(c) Services for the Poor: Barbados	TX Consortium for International Studies	Not Given

*Received Funding

CHART II

ARTICLES AND PAPERS PUBLISHED OR SUBMITTED FOR PUBLICATION

NAME	INSTITUTION	TITLE OF ARTICLE/PAPER	JOURNAL	STATUS
Anthony, J.	Central State Univ. Wilberforce, OH	Attitudes and Perceptions of Affirmative Action Officers	Paper delivered at NAFEO Meeting in March 1981	Completed
Brown, G.	Howard University Washington, D.C.	Types of Assistance Provided to Elderly Parents by Adult Children, and Aging Adults' Expectations of Assistance from Their Children Upon Becoming Old	Paper presented at the annual meeting of the Gerontological Socity, San Diego, Nov. 1980	Completed
Grisby, E.	Tennessee State Univ. Nashville, TN	The Black Family, by K. Gibbson: A Review	Journal of Negro History, Jan. 1981	Published
Hendrix, B.	Univ. of New Orleans New Orleans, LA	(a) Racial Group Identification and the Black Self-Concept	J. of Social and Behavioral Sciences	Accepted
		(b) Internal vs External Control and Group Identification: Influence on Self-Esteem	J. of Social and Behavioral Sciences	Accepted
		(c) Social Class and Achievement Motivation	J. of Afro-American Life and History (NY)	Accepted
Love, O.	Jackson State Univ. Jackson, MS	Collective Bargaining: A Definition and Some Procedural Elements	TN Assoc. of Secondary Schools Journal	Accepted
Morgan, N.	Kentucky State Univ. Frankfort, KY	The Conceptualization and Measurement of Status Inconsistency	J. of Social and Behavioral Sciences	Submitted
Morse, R.	Howard University Washington, D.C.	The Effectiveness of a Combination Treatment Approach on Moderately Test Anxious Students at a Predominantly Black School	J. of Negro Education J. of College Student Personnel	Submitted Submitted
Nix, C.	Jarvis Christian Col. Hawkins, TX	Exploring a Kibbutz/Moshav Scheme in Louisiana for Solving Black Youth Unemployed	Paper presented at a human resources conference at Hampton July, 1980	Completed

CHART II (Continued)

NAME	INSTITUTION	TITLE OF ARTICLE/PAPER	JOURNAL	STATUS
Vaughn, J.	Atlanta University	(a) Hypertension: Silent Death	Patient Perspectives	Submitted
		(b) Social Work Education: Liberation or Maintainance	Social Work	Submitted
Watson, I.	St. Louis Commun. Col. St. Louis, MO	How to Research and Collect Local History	Paper presented at the Annual Conference on Afro-American Studies, Feb. 1981	Completed
Wingate, R.	Huston-Tillotson Col. Austin, TX	(a) Women on Welfare: Caring, Sharing and Coping	Institute for Urban Affairs, Howard University, Washington, DC	Submitted
		(b) Work She Does; Dependent She Is: The Myth of the Lazy Black Welfare Mother	The Family and Demographic Research Institute, Brigham Young University	Submitted

APPENDIX I

COURSE BIBLIOGRAPHIES

MODELS AND METHODS OF SOCIAL AND BEHAVIORAL SCIENCE RESEARCH

BIBLIOGRAPHY

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Gary, L. E. The significance of research for the survival of black colleges. *Journal of Black Studies*, 1975, *6*, 35-54.

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Hudson, W. W. Research training in professional social work education. *Social Service Review*, 1978, *52*, 116-121.

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